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## ABSTRACT

IMPACT II is a program for professional development of teachers in the Akron, Canton, Cleveland, Columbus, Dayton, Toledo, and Youngstown (Ohio) areas that assists educational reform by providing innovative teacher-developed curriculum ideas, teacher-to-teacher networks, teacher recognition, and discretionary funds for teachers. IMPACT II recognizes teachers for creativity in curriculum and instruction and enables them to share ideas professionally. The program awards individual grants to teachers who have developed innovative and successful curriculum projects and team disseminator grants to teams who work collaboratively across subject areas, grade levels, and schools. This publication profiles 192 projects selected as grant recipients in 1995. Teacher-developed curriculum ideas are presented for elementary and secondary levels in the following areas: (1) foreign language; (2) mathematics; (3) the arts; (4) language arts; (5) multidisciplinary approaches; (6) science; (7) social studies; and (8) special education. An index lists disseminators by school district. (SLD)

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## CONTENTS

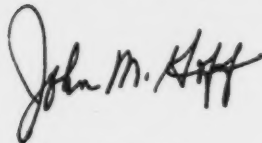
|                                             |    |
|---------------------------------------------|----|
| Foreword .....                              | 2  |
| Preface .....                               | 3  |
| Acknowledgements .....                      | 4  |
| Foreign Language/Mathematics/The Arts ..... | 5  |
| Language Arts .....                         | 13 |
| Multidisciplinary .....                     | 23 |
| Science .....                               | 37 |
| Social Studies .....                        | 47 |
| Special Education .....                     | 57 |
| Index .....                                 | 65 |

## FOREWORD

I am pleased to present this fifth annual IMPACT II publication, which offers a compendium of curriculum projects developed by and for Ohio teachers. These projects showcase teachers' creativity and innovation in classroom teaching and serve as a resource to build the IMPACT II teacher-to-teacher network.

I would like to express my sincere appreciation to Ameritech Ohio and the Ameritech Foundation for supporting public education through their contribution to IMPACT II. This business-education partnership serves as an exemplar of how a shared vision can improve teaching and learning.

Certainly we all remain committed to achieving a shared vision of providing each child— and each teacher— the keys to open doors of opportunity.



John M. Goff  
Superintendent of  
Public Instruction

## PREFACE

The IMPACT II program recognizes innovative educators, supports professional development, and strengthens the teaching profession. Through its teacher-to-teacher network, IMPACT II enables teachers to share innovative curricula and new ideas about teaching and learning. The program is administered by the Ohio Department of Education and funded by Ameritech Ohio and the Ameritech Foundation.

IMPACT II is implemented in the Akron, Canton, Cleveland, Columbus, Dayton, Toledo, and Youngstown city school districts. A site-coordinator from each participating district provides local leadership and supports teachers in their ongoing professional development efforts.

IMPACT II awards grants directly to teachers. Individual disseminator grants are awarded to teachers who have developed innovative and successful curriculum projects. Team disseminator grants are awarded to teams of teachers who work collaboratively across subject areas, grade levels, and schools.

This publication profiles the projects selected as grant recipients in 1995. Winners were selected by a review committee of teachers from the seven participating districts. The review committee, appointed by the State Superintendent of Public Instruction, evaluated the grant proposals on creativity, materials used, and the potential adaptability of the program to other classrooms. Teachers are encouraged to use the ideas in this publication and adapt them to their individual classroom situations.

## ACKNOWLEDGEMENTS

Sincere appreciation is extended to

The State Board of Education for its support of IMPACT II as an important framework to enhance school improvement.

Ameritech Ohio and the Ameritech Foundation for their commitment to excellence in teaching.

Personnel within the Professional Development cluster for their assistance in the development of this publication.

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## FOREIGN LANGUAGE

### TITLE OF PROGRAM

#### *Secondary Level*

How It Really Happened

Mystery In Room 317

The French Caribbean: The Sun, the Sea, and a Life to Be

The Last Man Club: A Tool to Teach Commitment

### NAME

### PAGE NUMBER

|                                  |   |
|----------------------------------|---|
| Sarah Barman .....               | 6 |
| Wendy Duffy .....                | 6 |
| Donald Henry and Ann Wolff ..... | 6 |
| Marcia Nauts .....               | 6 |

## MATHEMATICS

#### *Primary Level*

Munchy Measuring

Payday... Now You're Making Cents!

|                           |   |
|---------------------------|---|
| Lisa Swet .....           | 7 |
| Donna Marie Mazzola ..... | 7 |

#### *Intermediate Level*

Kitchen Magic

Making Fraction Sense With Sentence Strips

Mathball

Rappin' About Math

|                                                                                               |   |
|-----------------------------------------------------------------------------------------------|---|
| Carol Pullin .....                                                                            | 7 |
| Mary Jo Hromco .....                                                                          | 7 |
| Robert Hansen, Michael Charney, Mark Baumgartner,<br>Gloria Jones-Bey and Kathleen Merk ..... | 8 |
| Claudette Richardson-Clinkscales .....                                                        | 8 |

#### *Secondary Level*

Easy as Pie — Investigating Circles

Math Method 4U

|                      |   |
|----------------------|---|
| James Cassidy .....  | 8 |
| Natalie DeHorn ..... | 8 |

## THE ARTS

#### *Primary Level*

Adopt an Artist

Creating a Tropical Rain Forest

The Faces of Other Cultures

|                     |   |
|---------------------|---|
| Carole Brown .....  | 9 |
| Jennifer Pozz ..... | 9 |
| Nancy Vogel .....   | 9 |

#### *Intermediate Level*

Life Is an Editorial Cartoon

|                     |   |
|---------------------|---|
| Veronica Krug ..... | 9 |
|---------------------|---|

#### *Secondary Level*

Creating an "Artist's Book"

Dance as a Metaphor for Culture

Excellence in Music

Heritage Quilt: Personal History Remembered

Music of Moorish Spain

Stories on a String

|                            |    |
|----------------------------|----|
| Joan Tallan .....          | 10 |
| Linda Yoder .....          | 10 |
| Euna Thompson .....        | 10 |
| Barbara Kessler .....      | 10 |
| Gail Heffner-Charles ..... | 11 |
| Lois Clark Ramey .....     | 11 |

## HOW IT REALLY HAPPENED

**Sarah Barman**  
**Waite High School**  
**Toledo City School District**

Secondary Level  
**THE PROGRAM**

In this program German I students create their own versions of well-known fairy tales. First, students listen to a taped reading (in German) of the fairy tale "Little Red Riding Hood." They then review the story characters and discuss the differences between the German version and the version(s) with which they are familiar. Next, the students rewrite the tale (in German) from one of the main character's point of view. Each student submits a rough draft which is reviewed and revised. After illustrating their fairy tales, the students share them with classmates. This program could be adapted for other subject areas. For example, students could write about George Washington crossing the Delaware or Michelangelo painting the Sistine Chapel.

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## THE FRENCH CARIBBEAN: THE SUN, THE SEA, AND A LIFE TO BE

**Donald Henry and Ann Wolff**  
**Libbey High School**  
**Toledo City School District**

Secondary Level  
**THE PROGRAM**

This program enhances French students' understanding of the deeply-rooted African influence on the French literature of the Caribbean. To begin the program students watch the video "The Best of the Caribbean," study the geography and history of the island of Martinique, and create maps of the island. Next, students research the biographical background of the poet, Aime Cesaire. After exploring the tenets of the "negritude" movement, the students discuss a poem by Cesaire about this topic. Pictorial flash cards are used to help students pronounce the poem's vocabulary including the many references to nature. The program culminates with students listening to a dramatic reading of Cesaire's poem by a native speaker, viewing a video about the island of Martinique entitled "La Rue Case Negre," and sampling Caribbean food.

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## MYSTERY IN ROOM 317

**Wendy Duffy**  
**Colonel White High School**  
**Dayton City School District**

Secondary Level  
**THE PROGRAM**

French students at Colonel White High School use their knowledge of the French language to create mysteries. To begin the program students read and discuss the mystery novel *La Tete d'un Homme — The Head of a Man* by Monsieur Hire, listen to a cassette tape (in French) about Hire, and view one of his films. Small groups of students then create their own mysteries for the class to solve. Group members speak in French as they role play the mystery characters during class presentations. Students increase their vocabulary, grammar, and communication skills by listening to, reading, writing, and speaking the French language. Students' knowledge of French literature and culture is also enhanced as they discuss the French justice system, including the historic use of the guillotine for punishment.

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## THE LAST MAN CLUB: A TOOL TO TEACH COMMITMENT

**Marcia Nauts**  
**Bowsber High School**  
**Toledo City School District**

Secondary Level  
**THE PROGRAM**

The Last Man Club honors students for completing Bowsber High School's four-year Latin curriculum. Students entering the first year of the program are provided an overview of The Last Man Club. A list of the beginning students' names and future "graduation" date is taped to a bottle of sparkling grape juice. This bottle and bottles from past years are displayed to remind students of their commitment to completing the program. The Last Man Club meets each May. The classroom is darkened and illuminated by a single electric candle. Students completing their final year of Latin as well as members honored in past years gather around a table. Two poems, "Invictus" by Henley and "Requiem" by Stevenson, are read to celebrate the students' commitment, loyalty, and perseverance. The bottle of sparkling grape juice is then opened and poured. Students toast their achievements and share memories with colleagues, friends, parents, and staff.

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## MUNCHY MEASURING

*Lisa Svet*

*Giddings Elementary School  
Cleveland City School District*

Primary Level  
**THE PROGRAM**

Munchy Measuring helps first-grade students master the skill of measurement through hands-on activities. First, students use various shoes to measure the heights of their desks. This activity is repeated using a 12-inch ruler as the standard of measurement. Students then discuss the importance of using a consistent unit of measurement. Other program activities include matching items with their measurements, listing occupations in which measuring is used, and creating a class height chart. A classroom "measurement" center provides games, riddle cards, and dot-to-dot pictures for students to complete. As a culminating activity, each student is given a ruler and a bag of "munchies" to measure. Munchies include such items as a stick of sugarless gum, a box of raisins, a pretzel rod, a gummy worm, a slice of licorice, or a miniature candy bar. Students who measure their items correctly receive a "Master Measurer" certificate and may keep their munchy bag and ruler.

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## KITCHEN MAGIC

*Carol Pullin*

*Goodrich Middle School  
Akron City School District*

Intermediate Level  
**THE PROGRAM**

In this program students are motivated to learn about fractional equivalents by making marshmallows, chocolate waffles, and ice cream from scratch. For each project, students assist in measuring and preparing the ingredients. Fractional equivalents are discussed and demonstrated as the mixtures are prepared. Final "products" are divided and eaten by the students. Project days can be celebrated as "magic days" and incorporated into the language arts and math curricula. Students especially enjoy the program when the teacher plays the part of the magician with great flair!

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## PAYDAY...

## NOW YOU'RE MAKING CENTS!

*Donna Marie Mazzola*

*J. D. Rockefeller Fundamental Elementary School  
Cleveland City School District*

Primary Level  
**THE PROGRAM**

This classroom management program helps students realize that being accountable for their education is their present "job." Students are "paid" on a weekly basis for good attendance, adhering to the school's dress code, completing homework, and demonstrating appropriate behavior. Students are responsible for recording daily attendance and monitoring students' adherence to the dress code. Each Monday, students' weekly earnings and expenditures are calculated and recorded in their savings passbooks. With the money they earn, students can purchase school supplies, healthy snacks, and privileges such as lunch at a fast food restaurant and computer time.

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## MAKING FRACTION SENSE WITH SENTENCE STRIPS

*Mary Jo Hromco*

*Jennings Middle School  
Akron City School District*

Intermediate Level  
**THE PROGRAM**

Sentence strips are used in this program to increase students' understanding of fractions, decimals, and percents. Using 24-inch tagboard sentence strips, each student creates a number line displaying fractions and decimal equivalents from halves through tenths. Next, the students measure their sentence strips (in inches and centimeters). The teacher, serving as a facilitator, poses problems and encourages students to verbalize and demonstrate their answers. Throughout the program students record observations, discoveries, and conclusions on a worksheet. Program activities help students understand how fractions and decimals relate to real-life situations.

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## MATHBALL

**Robert Hansen, Michael Charney  
Mark Baumgartner, Gloria Jones-Bey  
and Kathleen Merk**  
*Lincoln Middle School  
Cleveland City School District*

Intermediate Level  
**THE PROGRAM**

Mathball is a six-week project in which classes of students compete against each other in a softball league. Students' performance statistics are used to increase their understanding of percentages, decimals, fractions, measurement, geometric equations, the democratic process, and summarizing events. After each game, students compile their individual, team, and division batting statistics and graph the percentages. Students also write summaries of each game and examine how laws (rules) are created. Hands-on activities such as designing T-shirts and constructing a scoreboard enhance the students' enthusiasm for the project.

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## EASY AS PIE — INVESTIGATING CIRCLES

**James Cassidy**  
*East High School  
Youngstown City School District*

Secondary Level  
**THE PROGRAM**

This program utilizes students' mathematics, technology, and critical thinking skills. Working in small groups, students first investigate the relationship between the circumference and the diameter of a circle. Ten circular or cylindrical objects of varying sizes are then displayed. Each group is given a tape measure, paper for recording, and one of the displayed objects. Students measure the greatest distance around the object (its circumference) and the greatest distance across the object (its diameter), using inches and centimeters. Group members then compare, in ratio form, the object's circumference to its diameter, check their answers on a calculator, and discuss any conclusions resulting from their investigation. Groups trade objects until all ten objects are measured.

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## RAPPIN' ABOUT MATH

**Claudette Richardson-Clinkscales**  
*West Elementary School  
Youngstown City School District*

Intermediate Level  
**THE PROGRAM**

In Rappin' About Math students create rap songs to communicate and reinforce their understanding of mathematics concepts, procedures, and terms. To begin the program students form small groups and choose a writer, a rapper, and an editor. After a math concept is introduced, each group's writer creates a "rap" for that concept and presents it to his/her group. The group editor then reviews it for clarity. Next, group members attempt to solve problems related to the introduced concept based on the rap's directions. After the rap is approved by the group and the teacher, it is presented to the entire class. The program's success is evidenced by improved test scores and the students' enthusiasm as they "chant" math rap songs during their leisure time.

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## MATH METHOD 4U

**Natalie DeHorn**  
*Meadowdale High School  
Dayton City School District*

Secondary Level  
**THE PROGRAM**

For the past four years, Meadowdale High School students have produced a video news broadcast which is shown daily to all homerooms. Six weeks before each administration of Ohio's Ninth-Grade Proficiency Test, the video media students of KMHS-V developed 45-second segments to help students pass the mathematics portion of the test. Entitled "Math Method 4U," the segments described the test and offered tips, such as stay relaxed, use all the time allotted to complete the test, use a problem-solving process for story problems, and answer every question. This project proved to be a wonderful educational tool. In addition to helping their classmates, the KMHS-V crew learned many skills themselves.

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## ADOPT AN ARTIST

**Carole Brown**

**John W. Raper Elementary School**  
**Cleveland City School District**

Primary Level

### THE PROGRAM

Adopt an Artist was designed to enhance students' knowledge and appreciation of art techniques and artists. At the beginning of the school year, each classroom "adopts" an artist. Teachers include the arts in a variety of building-wide activities, such as writing reports, giving presentations, role playing, creating fictional stories, and demonstrating art techniques. Students especially enjoyed designing and making lap quilts, wall hangings, and pillows during a student-parent "quilt-making" day. This program promotes oral expression and critical thinking, stimulates creativity and imagination, and increases students' awareness of the importance of visual art and its connection to various disciplines.

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## THE FACES OF OTHER CULTURES

**Nancy Vogel**

**Patterson/Kennedy Elementary School**  
**Dayton City School District**

Primary Level

### THE PROGRAM

In this program students learn about art history and the cultures of Egypt and Nigeria. The art elements of line and shape provided the framework for each lesson. Students studied human faces from a historical perspective by examining facial expressions from Egyptian and Nigerian art work. They then compared those faces with contemporary faces. Completing an Egyptian facial profile helped students study facial proportion and rules. Students learned about the value and influence of art in African culture by identifying the rituals, values, and beliefs associated with African art. Students also explored how African patterns, colors, textiles, body ornamentation, and symbols have been assimilated into American culture. As a culminating activity, the students designed and created masks.

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## CREATING A TROPICAL RAIN FOREST

**Jennifer Pozz**

**Buckeye-Woodland Elementary School**  
**Cleveland City School District**

Primary Level

### THE PROGRAM

This school-wide program increases students' awareness of the rain forest. To begin the program students watched a video and read books about the rain forest. After visualizing a rain forest, complete with vegetation, water sources, birds, butterflies, and animals, the students transformed the school's art room into their own rain forest using a variety of mediums. Each grade level contributed a unique perspective to the replica. Kindergarten and first-grade students sponge-painted the sky and grass. Second-grade students created three-dimensional monkeys out of lunch bags. Developmentally handicapped third-grade students turned egg cartons into crocodiles. Upper-grade-level students created three-dimensional birds and replicas of large animals. An open house for students, teachers, parents, and community members concluded the program.

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## LIFE IS AN EDITORIAL CARTOON

**Veronica Krug**

**Lehman Middle School**  
**Canton City School District**

Intermediate Level

### THE PROGRAM

Art students at Lehman Middle School learned to draw cartoons and caricatures in this program. First, students studied the history of editorial cartoons and gathered current examples. Next, they learned how to draw a caricature by exaggerating the subject's outstanding features. Students read about and observed current events, news, and politics for items to parody. The students' editorial cartoons were submitted to the school newspaper for publication. Middle school students are often overly critical of their own work products and have a difficult time drawing portraits. As their confidence increased, the students in this program become less concerned about perfection and learned to enjoy creating art.

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## CREATING AN "ARTIST'S BOOK"

**Joan Tallan**  
Colonel White High School  
Dayton City School District

Secondary Level

### THE PROGRAM

In this program students tell a story through visual images. Two versions of the program were offered: one for a gifted and talented visual arts class and one for an Art II class. To begin the program, the creator of limited-edition "Artist's Books" — books whose major method of communication is by visual images — shared her books with the students. The first class chose three themes: (1) earth, wind, and fire; (2) oceans, air, and living things; and (3) adventure. The students divided into three groups, one for each theme. Each group member chose a subtopic within the group theme and designed a visual image for his/her topic. The images were drawn to specific measurements and made into linoleum prints. Each student made one copy for each member of his/her group. Finally, each student made a book incorporating his/her own print and a copy of each group member's print. In the second class, each student created a book using five images. Story themes ranged from violence and family tragedy to nature and love.

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## EXCELLENCE IN MUSIC

**Euna Thompson**  
John H. Patterson Career Center High School  
Dayton City School District

Secondary Level

### THE PROGRAM

Music students enhanced their skills and knowledge in history, language arts, mathematics, and integrated arts as they investigated the music of various cultures. As a foundation, students learned excerpts from "Missa Luba," an African mass in Congolese style and Latin language. Studying the rhythmic interpretation of "Missa Luba" sharpened students' math skills while discussing African music increased their vocabulary. Students conducted a comparative study of excerpts from "Missa Luba" and more familiar music, such as Rhythm & Blues and gospels. As the students became more receptive to learning different styles of music, they were introduced to several languages including sign language. As a culminating activity, students performed music in three- and four-part harmony.

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## DANCE AS A METAPHOR FOR CULTURE

**Linda Yoder**  
Fort Hayes Metropolitan  
Education Center High School  
Columbus City School District

Secondary Level

### THE PROGRAM

This program was developed to spark students' interest in dance and increase their knowledge of history, culture, sociology, and geography. To begin the program, students discuss the concept of culture and then explore attitudes and biases toward culture in general and Appalachian culture in particular. Students practice basic contra dance formations and learn about Appalachian pioneer life such as the clearly defined gender roles and responsibilities, climate and geography, and arts and crafts. As students create their own contra dance, they learn that dance requires cooperation and skill.

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## HERITAGE QUILT: PERSONAL HISTORY REMEMBERED

**Barbara Kessler**  
Colonel White High School  
Dayton City School District

Secondary Level

### THE PROGRAM

Students designed a heritage quilt using the cyanotype process — printing photographs on chemically treated, light-sensitive cloth. To begin the program students interviewed family members to learn about their families' history and ancestral countries. Each student was then photographed. Copies of the photographs, labeled with select interview information, were made first on paper and then on acetate which was chemically treated to produce the cyanotype prints. After completing a central design, students made print designs on batique fabric to complement the cyanotype prints. In the second phase of this project, students learned to sew and quilt. A diagram of a quilt layout was made and numbered folders set up for each section. The students cut and quilt 12-inch squares and assembled them into rows. They then decorated the cloth with paint, buttons, and beads. This project integrated several disciplines; reinforced academic skills, and enhanced students' sense of pride and accomplishment.

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## MUSIC OF MOORISH SPAIN

*Gail Heffner-Charles  
Walnut Ridge High School  
Columbus City School District*

Secondary Level

### THE PROGRAM

The great musical achievements of North Africans in Spain (the Moors) are highlighted in this program. Students learn Spanish dances, view slides and photos, read Spanish and American literature, and develop visual or written projects. Students also learn that African music involves not only drums and rhythms but a wide variety of stringed instruments such as the lute, brought to Spain by the Moors of North Africa. The life of Ziryab, known as the cornerstone of Spanish musical art, is reviewed including his influence on the musical style and fashion of the people of African Spain. This unit expands students' Spanish vocabularies, provides an historical perspective of Spanish composers and their music, and enhances students' appreciation of Spanish guitar compositions and symphonic poems.

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## STORIES ON A STRING

*Lois Clark Ramey  
Colonel White High School  
Dayton City School District*

Secondary Level

### THE PROGRAM

In this program orchestra students analyze literature to become familiar with the basic principles of music composition and sound production with string instruments. First, each student selects an action-oriented short story with colorful, lively characters. As the students read their stories, they imagine sounds "heard" and try to find patterns in the story's action, words, or visual illustrations. Students then choose a favorite story and edit and illustrate it with "sound pictures" that depict a character or action. They consider the pitch, timbre, and length of each sound and develop a way to notate the sound. Students are encouraged to use their imaginations, creativity, and sense of humor.

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## LANGUAGE ARTS

### TITLE OF PROGRAM

#### *Primary Level*

Back to the Basics  
Biographical Dessert  
Cinderella. Much More Than a Story  
Dichotomous Dilemmas

Discover the Treasures of Reading

Fantasia

From the Mitten to the Sock: Writing Parallel Stories

Kids and the Classics

Movement Spelling

My Life Story

Party Line Lingo

Profoundly Proficient Through Poetry

Puppet Pals

Reading, 'Riting, and Reporting

Spelling's In the Bay

Start Spreading the News

Storybook Baskets

Take Me With You, Teacher

The Breakfast Club

The Lion King

Who Am I?

Write a Paper, Me?

#### *Intermediate Level*

A Look at Books

Dewey Detectives

Interschool Battle of the Books

Is There a Doctor In the House?

Let Me Entertain You

#### *Secondary Level*

Casting Your Pearls

Literary Characters on File

On Stage With Reluctant Readers

The Clean Slate Cheat Sheet

The Virtue Diary

We Still Like Seuss

### NAME

### PAGE NUMBER

|                                                                                  |    |
|----------------------------------------------------------------------------------|----|
| Katherine Phillips-Clay .....                                                    | 14 |
| Laura Feltman .....                                                              | 14 |
| Helen Gordon .....                                                               | 14 |
| Mary Ellen Jackson, Susan March, David Schmidt,<br>and Jill Williams .....       | 14 |
| Linda Winner, Jerrie Mowery, Judy Pesa, Joan Truman,<br>and Amy Dombrowsky ..... | 15 |
| Constance Kowalski .....                                                         | 15 |
| Laura Galati .....                                                               | 15 |
| Laurie McEwan .....                                                              | 15 |
| Gwendolyn Hoover .....                                                           | 16 |
| Sharon Campbell .....                                                            | 16 |
| Judith Slane .....                                                               | 16 |
| Steve Andras .....                                                               | 16 |
| Cecilia Ottersbach .....                                                         | 17 |
| Antoinette Wolfe .....                                                           | 17 |
| Mary Miller .....                                                                | 17 |
| Jeananne Sieferth .....                                                          | 17 |
| Maureen Griswold .....                                                           | 18 |
| Pamela Tyrrell .....                                                             | 18 |
| Pamela Jean Cicora .....                                                         | 18 |
| Mary DePiere-Hlebovy and Mary Carter .....                                       | 18 |
| Janice Douglass .....                                                            | 19 |
| Marcia Burnett .....                                                             | 19 |
| Denise Marie Malkovits .....                                                     | 19 |
| Candance Shugar .....                                                            | 19 |
| Brenda Custodio .....                                                            | 20 |
| Barbara Williams .....                                                           | 20 |
| Carole Allore .....                                                              | 20 |
| Brenda Grant .....                                                               | 20 |
| Laura Adante .....                                                               | 21 |
| Marilyn Sutton .....                                                             | 21 |
| Daryl Lukas .....                                                                | 21 |
| Belinda Mannard .....                                                            | 21 |
| Linda Gallucci .....                                                             | 22 |

## BACK TO THE BASICS

**Katherine Phillips-Clay**  
**Lathrop Elementary School**  
**Canton City School District**

Primary Level  
**THE PROGRAM**

Back to the Basics encourages student-parent interaction and reinforces students' reading skills. Each week for one month, students took home a family-oriented book to read with their parents. Parent-student teams then designed a costume or prop to represent a character in one of the books. Next, parents and students participated in an evening Read-a-Thon where they were grouped according to the stories they had read. After discussing characters, main ideas, and settings, the groups spent time at each of five learning stations. Station activities included creating stories, listening to and illustrating a pre-recorded story, writing a story from picture story starters, participating in a newspaper scavenger hunt, and reading orally in pairs. After completing station activities participants enjoyed pizza and snacks.

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## CINDERELLA, MUCH MORE THAN A STORY

**Helen Gordon**  
**Heminger Elementary School**  
**Akron City School District**

Primary Level  
**THE PROGRAM**

This program was developed to enhance students' language arts skills, multicultural understanding, and interest in reading. Program activities helped students become aware of such universal themes as good and evil and intra-family rivalry. After several variations of the story of Cinderella were shared with students, they examined story elements such as characters, setting, plot, resolution, and conclusion. Next, the students acted out stories, sang songs, and created their own versions of the story. Finally, students learned about the climates, animals, and cultures of Africa and Asia by reading fairy tales from those cultures.

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## BIOGRAPHICAL DESSERT

**Laura Feltman**  
**Miller-South Education Center Elementary School**  
**Akron City School District**

Primary Level  
**THE PROGRAM**

In this program students use self-designed costumes, props, and/or other special effects to portray biographical characters. After reading a biography, each student filled in a fact sheet about the person's life, role played the character, and answered questions about the person. Next, the students planned a biographical "dessert" party and invited parents, grandparents, and friends. At the party, students dressed in costume but kept their identities secret. Visitors were provided sample questions to ask the students. Based on the answers given, the visitors guessed the identity of each student's biographical character. Later, students graphed the correct and incorrect guesses made by the guests.

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## DICHOTOMOUS DILEMMAS

**Mary Ellen Jackson, Susan March**  
**David Schmidt, and Jill Williams**  
**Youtz Elementary School**  
**Canton City School District**

Primary Level  
**THE PROGRAM**

In this program students apply what they learn about scientific classification and critical thinking in a creative writing experience. After being introduced to a dichotomous key (to sort objects), students developed their own key in an activity called "Getting-to-Know-You Tree." On poster board, the students drew a tree trunk with two extending branches. They labeled one branch with general characteristics of girls and the other of boys. Additional branches, one for each student, were drawn and labeled. Other dichotomous keys were used to help students classify items, such as buttons, shoes, school supplies, leaves, and animals. As a culminating activity students wrote a "Choose-the-Ending" story in which each of the 17 pages of the story ended with two clearly defined choices.

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## DISCOVER THE TREASURES OF READING

**Linda Winner, Jerrie Mowery, Judy Pesa  
Joan Truman, and Amy Dombrowsky  
Spring Elementary School  
Toledo City School District**

Primary Level

### THE PROGRAM

A team of second-grade teachers developed this program to motivate students to read on a daily basis and promote parental involvement. The program began with a reading of the pirate story *One-Eyed Jake* by Pat Hutchins. Students were then given chain links made from construction paper (with space for book title and student/parent signature). The students completed one link for each book they read to an adult. Students competed among themselves and other classrooms to create the longest chain. Each week, all the second grade classes met to compare "chain" progress, share a special pirate story, and receive prizes. The pirate theme was extended to other activities such as creating posters, writing stories about buried treasures, creating treasure maps (using crayons on onion skin paper), and graphing information about students' "dress up day" attire (e.g., number wearing hats, bandannas, necklaces, rings, and eye patches).

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## FROM THE MITTEN TO THE SOCK: WRITING PARALLEL STORIES

**Laura Galati  
Sherman Elementary School  
Toledo City School District**

Primary Level

### THE PROGRAM

In this program second-grade students write stories based on a familiar book. After reading two versions of *The Mitten* by Alvin Tresset and Jan Brett, the students outlined the story's characters, setting, plot, problems, and solutions on a class chart. Next, they discussed the elements of the story and ideas for writing their own versions incorporating different characters, settings, animals, clothing, problems, and solutions. The students wrote rough drafts and revised them based on rules of capitalization, punctuation, and complete sentences. Each student's published work included a self-designed book cover in the shape of an article of clothing featured in his/her book.

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## FANTASIA

**Constance Kowalski  
Artemus Ward Elementary School  
Cleveland City School District**

Primary Level

### THE PROGRAM

This three-part, reading and writing program enhances students' appreciation for words and ideas and teaches them the process of completing manuscripts. First, the students make a 100-word personal dictionary. Next, they record their ideas, pre-writing activities, and rough drafts in a 12-page journal. After reviewing the video "The Never-ending Story, Fantasia," the students fill a three-ring binder with printed manuscripts written by professional poets, the class, or individual students and label it "Fantasia." The manuscripts are illustrated and taken home each Friday to share with family members.

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## KIDS AND THE CLASSICS

**Laurie McEwan  
Williamson Primary Elementary School  
Youngstown City School District**

Primary Level

### THE PROGRAM

Kids and the Classics incorporates literature written by Beatrix Potter to improve students' reading, writing, and speaking skills. After learning about the author and her stories, students watched the videotape "A Tale of Peter Rabbit and Benjamin Bunny." The video was stopped during its showing to allow students to predict the ending of the story. After reading "The Tale of Tom Kitten" and "Jemima Puddle Duck," students described the stories' characters, "interviewed" Jemima Puddle Duck, drew scenes on poster board, made puppets, and acted out the stories. As a culminating activity, students performed a play and puppet show for other classes. Their performance was videotaped and accompanied by refreshments made from recipes contained in the *Peter Rabbit Sticker Book*.

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## MOVEMENT SPELLING

**Gwendolyn Hoover**  
**Allen Elementary School**  
**Dayton City School District**

Primary Level  
**THE PROGRAM**

Movement Spelling extends learning from the classroom to the gymnasium. The project addresses three learning styles (auditory, visual, and kinetic), fosters student cooperation, and improves students' motor skills. First, flash cards, each containing a vocabulary word, are made. Letter cards, each containing one letter of each vocabulary word, are then made and randomly placed on the gym floor (or outside). After students are divided into small groups, each group receives a flashcard. One at a time, the students jump, skip, hop, or gallop to the area containing the letter cards to find a letter contained in their group's vocabulary word. (The word must be spelled letter by letter in proper sequence.) After a word is completely spelled out in proper sequence, the class creates a sentence incorporating that word. The game continues until all vocabulary words are found.

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## PARTY LINE LINGO

**Judith Slane**  
**Arlington Elementary School**  
**Toledo City School District**

Primary Level  
**THE PROGRAM**

In Party Line Lingo students use unusual telephones to share factual information or creative writing with classmates. To begin the program, each student chose a celebrity to impersonate from 30 names listed in two separate columns (15 in A and 15 in B). Working in pairs, students wrote "duo-logs." Using an array of old-fashioned or different-shaped phones as a prop (e.g., Mickey Mouse, Garfield, a football), a column A "celebrity" then made a phone call to a column B "celebrity." Topic, length, telephone etiquette, and other conversational elements were reviewed. After revising, editing, and practicing their conversational skits, the students presented them to the class. Students also developed and presented oral biographical reports. As a culminating activity, students conversed with people from different time periods. For example, Harriet Tubman talked with Martin Luther King, Jr., Presidents Clinton with Abraham Lincoln, and Babe Ruth with Mickey Mantle.

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## MY LIFE STORY

**Sharon Campbell**  
**Cedar Elementary School**  
**Canton City School District**

Primary Level  
**THE PROGRAM**

Writing an autobiography proved to be a reflective experience for students and their families. To begin the program, fourth-graders self-selected biographies to read. They also investigated the writing styles used by authors to tell about someone's life. Students then reported on the biographies they chose by telling about the individual's life and creating "people" posters (with writing and illustrations). The posters were compiled into a book. To prepare to write autobiographies, students listed significant events in their lives. The class then created questions for an interview entitled "On the Day You Were Born" to complete with family members. As a culminating activity the autobiographies were assembled into a class book which was shared with parents.

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## PROFOUNDLY PROFICIENT THROUGH POETRY

**Steve Andras**  
**Garfield Elementary School**  
**Cleveland City School District**

Primary Level  
**THE PROGRAM**

Students in this program use a variety of skills to complete, illustrate, memorize, and recite poems. Each week, students listen to several readings of an incomplete poem (the title and key words are missing). Working individually or in small groups, students use critical thinking skills to determine the poem's missing words. Once all missing words are added, students recite the poem, discuss it, and choose a title. They then copy the poem in their poetry notebooks and illustrate it. The students are videotaped reading each week's poem with inflection and dramatics.

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## PUPPET PALS

**Cecilia Ottersbach**  
*Valley Forge Elementary School*  
*Columbus City School District*

Primary Level  
**THE PROGRAM**

The Puppet Pals program encourages parental participation and enhances students' language and creative thinking skills. Working in small groups, kindergarten students created sock puppets of the main characters in a variety of books. The students made each puppet by stretching a tube sock over the bottom of a 2-liter bottle and creating a face. The puppets were used by the students to retell stories or to tell their own family-based stories. Students took books and puppets home in a special bag to share with their families. During class "circle time" students shared how they used the puppets at home.

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## SPELLING'S IN THE BAY

**Mary Miller**  
*Franklin Elementary School*  
*Toledo City School District*

Primary Level  
**THE PROGRAM**

Spelling's in the Bay uses games and activities to reinforce spelling and vocabulary words. The program also promotes interaction and communication between the home and school. Games and activities are stored in a decorated canvas tote bag in the classroom. Students may "sign out" the games and activities to take home. Sample activities include "Spelling Scramble" in which students use milk jug bottle caps with letters marked on them to spell targeted words and "Gluey Spelling Words" in which students use small bottles of colored glue to "write" their spelling words.

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## READING, 'RITING, AND REPORTING

**Antoinette Wolfe**  
*Georgian Heights Alternative Elementary School*  
*Columbus City School District*

Primary Level  
**THE PROGRAM**

This program teaches third-grade students how to write concise and meaningful research reports. First, working in homogeneous reading groups, students read books related to a particular topic. Next, the students list all the facts learned about that topic on chart paper. Using magic markers, the students highlight facts related to one idea. They then write a topic sentence for those facts. Supporting sentences are added to create a paragraph. Using a different colored marker, the students highlight facts related to another idea, write a topic sentence, and write supporting sentences. This process continues until all relevant facts are incorporated into a complete report. This process is then used by students to create their own reports. Later in the year, students learn additional skills such as how to skim information and use a glossary.

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## START SPREADING THE NEWS

**Jeananne Siegfert**  
*Stewart Primary Elementary School*  
*Akron City School District*

Primary Level  
**THE PROGRAM**

Working both individually and in groups, third-grade students developed a class newspaper, "The Stone Fox Press," based on the book *Stone Fox* by John Gardiner. Students used several writing styles to retell the story from various points of view. Completed articles were submitted to the Editor in Chief (teacher) for final proofing. Students used a computer to type and print their final articles. Next, they worked together to create other sections of the paper such as an advice column (from the main character Little Willy); "All About Our Town" (providing readers an analysis of other characters); and an advertising column (for Lester's General Store). Copies of the newspaper were shared with staff members, other classes, and parents.

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## STORYBOOK BASKETS

**Maureen Griswold**  
*Harding Primary Elementary School*  
*Youngstown City School District*

Primary Level  
**THE PROGRAM**

Fourth-grade students used "storybook baskets" to share their favorite fairy tales with other classrooms. Each student chose a favorite fairy tale, filled a basket with props and/or puppets, and chose a related craft activity and/or snack. The students practiced telling their stories from memory using props and puppets and speaking with clarity and expression. For example, one student chose the tale of *Jack and the Beanstalk*. His basket contained a copy of the story, hand puppets of the characters, a stuffed goose, golden eggs, and magic beans. Also included in his basket were beans, paper cups, and soil for students to plant their own magic bean stalks.

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## THE BREAKFAST CLUB

**Pamela Jean Cicora**  
*Margaret Park Elementary School*  
*Akron City School District*

Primary Level  
**THE PROGRAM**

Every other Friday morning, first- and second-grade members of a reading club hold breakfast meetings at which they discuss books and rate them as excellent, good, or poor. Each week, the club chooses a focus topic. Students then choose books related to that topic to read and prepare to discuss at the next breakfast meeting. The club includes a president, secretary, treasurer, librarian, breakfast committee, set-up committee, and clean-up committee. While the goal of the program is to improve students' reading skills, club activities also enhance their math, science, social studies, and geography skills.

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## TAKE ME WITH YOU, TEACHER

**Pamela Tyrrell**  
*Jefferson Montessori Campus*  
*Dayton City School District*

Primary Level  
**THE PROGRAM**

In this program kindergarten through sixth-grade students demonstrate their oral language skills. The program incorporates three phases: Phase I focuses on the concept of time (e.g., seasons, grading periods). Students share photos, keepsakes, and personal anecdotes as they learn about physical growth and development. Phase II focuses on daily progress made by students toward pre-determined goals. Self-monitoring is emphasized to help students gauge their progress over time. For example, students worked to meet the goal of correctly loading a cassette tape and using the appropriate buttons to record, play, eject the tape, etc. In Phase III, students make an audiotape of a script created from journal and creative writing excerpts, textbooks, and/or library books. Students receive feedback to help them assess their strengths and weaknesses in the areas of oral language and reading.

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## THE LION KING

**Mary DePiere-Hlebovy and**  
**Mary Carter**  
*Hillman Upper Junior High School*  
*East High School*  
*Youngstown City School District*

Primary Level  
**THE PROGRAM**

This program is based on the story *The Lion King*. In the program students study themes such as cooperation, love, death, jealousy, and justice. Learning about these topics helps the students build a foundation for becoming better students and citizens. Program activities include completing a "Lion King" word sort, reading the story, listening to an audiotape of the story, identifying and describing (in writing) characteristics of various animals, creating story webs, memorizing and singing songs, making origami cats, researching animals in the story, and creating a food chain mural. The students used trade books, periodicals, and CD-ROM computer software to conduct research.

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## WHO AM I?

**Janice Douglass**  
*Allen Elementary School*  
*Dayton City School District*

Primary Level

### THE PROGRAM

Impersonating famous heroes and heroines proved to be an enjoyable experience for students. After reading selected biographies, each student completed a written report and developed a five-minute oral presentation about his/her biographical person. Wigs, period clothing, and props were used by students as they role played such historical figures as Abe Lincoln, Harriet Tubman, and Willie Mays. Students practiced speaking in first-person and answering questions about their characters' lives and accomplishments. Pictures of the students in "costume" were taken and added to a "Who Am I?" wall of fame along with the students' written reports.

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## A LOOK AT BOOKS

**Denise Marie Malkovits**  
*Hayes Upper Junior High School*  
*Youngstown City School District*

Intermediate Level

### THE PROGRAM

A Look at Books enhances students' awareness of quality writing and encourages them to use research, analysis, synthesis, and evaluation when selecting reading materials. To begin the program, students discussed the Newbery and Caldecott awards as well as awards for television programs, sports, plays, and music. A short story, *The Best of Books*, provided background information on the Newbery and Caldecott awards. In literature logs, students described their own criteria for a book award. For the second part of the program, students divided into five groups. Each group read one of five Newbery award-winning books. Students wrote responses to questions related to character analysis and plot development. Other program activities included designing book jackets and award stickers, researching and writing author profiles, and writing critiques of books. As a final project, students created character trading cards (similar to sports cards) depicting favorite book characters and made oral presentations about their Newbery award-winning books.

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## WRITE A PAPER, ME?

**Marcia Burnett**  
*John H. Patterson Career Center High School*  
*Dayton City School District*

Primary Level

### THE PROGRAM

This program utilizes a highly structured format to guide the reluctant writer through the writing process — from selecting a topic to producing a five-paragraph essay. Program activities include: (1) Students are introduced to the four basic types of composition and their purposes. The importance of having a beginning, a middle, and an ending paragraph is emphasized; (2) Students select a topic, create a thesis statement, and develop a "dump sheet" (free flowing ideas); (3) Students write three body (supporting) paragraphs from the details recorded in the "dump sheet;" (4) Students write introductory and concluding paragraphs and complete a "sloppy copy;" and (5) Students edit and re-write rough drafts based on feedback from other students and teachers. "Error" sheets assist students in pinpointing specific problem areas. This program has significantly improved students' writing skills.

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## DEWEY DETECTIVES

**Candace Shugar**  
*Jones Junior High School*  
*Toledo City School District*

Intermediate Level

### THE PROGRAM

This program improves students' ability to use the Dewey Decimal System. Based on an idea from the article "Riddle Review" in *School Library Media Activity Monthly* (April, 1994), the teacher searched for jokes and riddles with one-word punch lines that corresponded with titles of library books. Thirty-two riddles were divided into groups of ten. Each group of riddles was printed on one of three colors of paper along with respective book call numbers. The students played the role of "Dewey Detective" as they located each call number and then looked at the book title to answer the appropriate riddle. For example, Riddle: Where were the first doughnuts fried? Answer: Call number 938 (Greece). Evaluation was easy; if students laughed, they had probably located the right book!

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## INTERSCHOOL BATTLE OF THE BOOKS

**Brenda Custodio**  
*Hilltonia Alternative Middle School*  
*Columbus City School District*

Intermediate Level  
**THE PROGRAM**

To spark students' interest in reading quality literature, a "Battle of the Books" competition was held. A team of four students was assembled to represent each "house" of students in the school. Each team read eight novels and then answered questions about the books in a tournament setting. A preliminary competition in December provided a "trial run." Winning teams represented their school at an interschool competition held in the spring. They also received T-shirts and lunch at a restaurant of their choice. Team coaches included language arts teachers, two parents, and a special education tutor.

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## LET ME ENTERTAIN YOU

**Carole Allore**  
*Franklin D. Roosevelt Middle School*  
*Cleveland City School District*

Intermediate Level  
**THE PROGRAM**

Students love to perform. By providing an opportunity for less able readers to read to younger students, this program enhances students' self-confidence as well as their reading and speaking skills. To begin the program, intermediate students practice reading teacher-selected books using different voices, tones, pitch, etc. One day each week, the students read stories to primary students. After one month, the younger students choose their favorite story. The intermediate students (with teacher assistance) write a script, create simple props, and practice acting out the story. Next, the intermediate students choose primary students to play the different roles. As a culminating activity, the younger children perform the play for others.

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## IS THERE A DOCTOR IN THE HOUSE?

**Barbara Williams**  
*North Junior High School*  
*Youngstown City School District*

Intermediate Level  
**THE PROGRAM**

This program commemorates the March 2 birthday of Dr. Seuss (Theodor Seuss Geisel). To begin the program, students listened to readings of selected Dr. Seuss' books. They then discussed common story elements and learned about writing techniques used by Dr. Seuss such as alliteration, rhyme, and onomatopoeia. Following the viewing of a videotape on the life of Dr. Seuss, students worked in cooperative groups to write, illustrate, laminate, and assemble their own Dr. Seuss-like books. The students shared their books with students at a neighboring school and donated the books to that school's library. Finally, students designed their own "contraptions" (similar to those in Dr. Seuss books) and designed an advertising campaign using some form of propaganda.

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## CASTING YOUR PEARLS

**Brenda Grant**  
*Chaney High School*  
*Youngstown City School District*

Secondary Level  
**THE PROGRAM**

Innovative activities such as impromptu role playing, song writing, and cassette recording helped bridge the gap between John Steinbeck's novel *The Pearl* and the "real world" for students at Chaney High School. This program also enhanced students' understanding of literary structures and themes and improved their reading, writing, and higher-order thinking skills. Students created an original song using at least 20 items from Steinbeck's novel, recorded their song on a cassette, designed the cassette's cover jacket, and presented their recording to other students. Other program activities included recreating the diary of the character "Kino," writing a feature article on the pearl's discovery, writing a first-person essay by the pearl itself, interviewing the new millionaires (Kino and Juana), role playing events from the novel, documenting Juana's hotline call to the battered women's shelter, and designing a poster promoting the showing of *The Pearl* at a local theatre.

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## LANGUAGE ARTS

**LITERARY CHARACTERS ON FILE**

**Laura Adante**  
**McKinley High School**  
**Canton City School District**

Secondary Level  
**THE PROGRAM**

To learn about the criminal justice system, ninth-grade students conduct a trial of a literary character. Program activities strengthen students' speaking, writing, critical thinking, and analytical reasoning skills. First, students read and discuss Edgar Allan Poe's *The Cask of Amontillado*. Students presume the narrator, Montresor, is guilty of a crime and must stand trial. Students compose a "ghost chapter" of the story, maintaining Poe's writing style and point of view to explain what motivated Montresor to murder Fortunato. Stories are shared with the class and students vote on the one providing the most plausible motive for murder. Information on how a suspect is arrested, charged, and arraigned is then provided to the students. Students volunteer to serve as a prosecutor, defense lawyer, judge, arresting police officer, witness, medical expert, jury member, or bailiff. Students dress appropriately for their roles and the classroom is transformed into a courtroom. After the trial is conducted, proceedings are reported in the school newspaper.

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**THE CLEAN SLATE CHEAT SHEET**

**Daryl Lukas**  
**Start High School**  
**Toledo City School District**

Secondary Level  
**THE PROGRAM**

This program helps students process and transmit information, differentiate between pertinent and irrelevant information, and prepare for tests. Students learn how to develop effective and efficient note-taking skills by developing a "cheat sheet" before a test or quiz. To begin the program, students are divided into groups of three. Each group spends one minute at the blackboard writing notes members think are appropriate. No erasing is allowed. Due to space limitations and student feedback, the "cheat sheet" becomes increasingly refined as students learn to transmit more pertinent and efficient notes. The program provides a valuable lesson in how to take notes and how secondary notes can enhance the learning process.

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**ON STAGE WITH RELUCTANT READERS**

**Marilyn Sutton**  
**Centennial High School**  
**Columbus City School District**

Secondary Level  
**THE PROGRAM**

It is important for Limited English Speaking students to learn the English language in a supportive, interesting manner. In this program, students write and perform a Readers Theatre using newly acquired vocabulary and knowledge. After completing a thematic unit or reading a story, a fable, or an article, the students created a Readers Theatre script. Students became enthusiastic participants as they learned new vocabulary, created scripts, and "became" characters they read about. The students worked collaboratively to create scripts, props, and costumes. Parts were assigned to the main readers and to the class to read in unison. Students rehearsed the parts and then invited other classes and parents to enjoy their performance.

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**THE VIRTUE DIARY**

**Belinda Manard**  
**McKinley High School**  
**Canton City School District**

Secondary Level  
**THE PROGRAM**

Based on Ben Franklin's seven-day effort to adhere to thirteen virtues (as described in his autobiography), students recorded their attempts to improve personal traits. A vocabulary lesson that included Mr. Franklin's virtues initiated the program. After discussing ways to adapt those virtues in a personal way, each student chose a trait he/she would like to improve. The students then described in journals their choice, how they would practice their virtue, the intended benefits, and testimony to support their progress toward demonstrating the virtue. During the next seven days, students chronicled daily events. At the end of the seventh day, they reflected on their experiences. As a culminating activity, the students completed their journals by adding cartoons, pictures, quotes, and photos related to their chosen virtues.

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**WE STILL LIKE SEUSS**

**Linda Gallucci**  
**McKinley High School**  
**Canton City School District**

Secondary Level

**THE PROGRAM**

In this program high school art students wrote and illustrated 18" x 24" books for elementary students. First, the class reviewed various styles of childrens' literature and observed book illustrations. After forming groups, each group wrote and illustrated a 250- to 500-word book. Once all the books were completed, a spokesperson from each group read his/her group's book to the class. The readings were recorded so the elementary students could listen to as well as read the stories. Each group also created flash cards for the key words from its story. After choosing a "favorite" remembered elementary teacher, each group wrote a letter to send to the lucky teacher along with the book, cassette, and flashcards.

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# MULTIDISCIPLINARY

## TITLE OF PROGRAM

### Primary Level

A Notion for Motion  
A Positive Approach to Improving Negative Behavior  
A Tisket, A Tasket, What's In My Goodie Basket?  
A Trip to the Philippines  
Above and Beyond  
African Tales on Stage  
Australian Aborigines  
Beyond Sticks and Stones  
Bringing China to Kindergarten  
Bulletin Boards Aren't Just for Looking at Anymore  
Cardiac Kids  
Center for Fabulous and Cool Teaching Stations (FACTS)  
Contemporary Music Approach to Teaching Any Lesson  
Cost of a Dream  
Everyone Cooks Rice  
First Grade Bunny Brunch  
Grow a Healthy Snack  
Listen While You Work  
Look What's Popping Up  
Rock Talk and Amazing Dirt  
Sagittarian Sleuths: The Wonderful World of Mystery

School, the Greatest Learning Place on Earth

Second Grade Send Off  
Silence Is Golden ... Sometimes  
Soapy Sounds: Shaving Cream Madness  
Storytellers Around the Globe  
Take Home Fun Packs

Tap Tap to Haiti

Teaching, Learning, Sharing (TLS)  
That's My Business  
The Search for Healthy and Delicious  
Treasure Trunks  
Truckin' Across the U.S.A.  
Tutoring Makes Learning a Two-Way Street  
Tuxedo Penguin Picnic  
Un"Masking" the Imagination

### Intermediate Level

An African Adventure

Beyond the Holocaust

Building Bridges  
Go Figure

How Green Is the Valley?

Interdisciplinary Activity Using Hyperstudio  
Kwanzaa Korner  
Speak Up, I Can't Hear You  
Using Broadway Musicals to Teach the Content Areas

### Secondary Level

Learning to Make Small Talk  
Ole' for Good Health  
Thanksgiving Turkey "Burner"

## NAME

## PAGE NUMBER

|                                                                                                    |    |
|----------------------------------------------------------------------------------------------------|----|
| Matthew Teare .....                                                                                | 24 |
| Linda Kennard .....                                                                                | 24 |
| Susan Bussan .....                                                                                 | 24 |
| Lucita Bernardo .....                                                                              | 24 |
| Karen Grindall .....                                                                               | 25 |
| Jacquelyn Mullin .....                                                                             | 25 |
| Kimberly Hardman-Elliot .....                                                                      | 25 |
| Debra Hudnall .....                                                                                | 25 |
| Sandra Smeenck .....                                                                               | 26 |
| Sheila Delzani .....                                                                               | 26 |
| David Bermann .....                                                                                | 26 |
| Louise Gagnon and Linda Sumser .....                                                               | 26 |
| Ronald Anton .....                                                                                 | 27 |
| Judith Herbick and Mary Sandy .....                                                                | 27 |
| Heather Antonucci .....                                                                            | 27 |
| Fran Bostick .....                                                                                 | 27 |
| Irene Kohr .....                                                                                   | 28 |
| Cary Fortkamp .....                                                                                | 28 |
| Kristen DeChellis .....                                                                            | 28 |
| Shirley Custer .....                                                                               | 28 |
| Linda Miller, Carolyn Keller, Sharon Phelps,<br>and Art Boker .....                                | 29 |
| Mary Lou Jubin, Mary DeBerry, June Macak,<br>and Shirley Taylor .....                              | 29 |
| Ruthanne Sweeney and Christine Heidt .....                                                         | 29 |
| Judy Ann Strine .....                                                                              | 29 |
| Carol Rappach .....                                                                                | 30 |
| Denise Galinkin Blank .....                                                                        | 30 |
| Julia Bell, Constance Berger, Phyllis Shellko,<br>and Paula Rampe .....                            | 30 |
| Amy Gosdanian, Kim Bahr, Kim Burke, Judy Brundage,<br>Nicole Carter Luthy, and Pat Petersen .....  | 30 |
| Sharon Olson and Dianna Reamsnyder .....                                                           | 31 |
| Joslyn Dowe .....                                                                                  | 31 |
| Hildegard Greenlee .....                                                                           | 31 |
| Eathel Brown .....                                                                                 | 31 |
| Lori Yanacos-Clark .....                                                                           | 32 |
| Mary Shenk and Lee Smith .....                                                                     | 32 |
| Christina Piper .....                                                                              | 32 |
| Anna Ackley .....                                                                                  | 32 |
| Judith Brown, Mary Beth Sebastiano,<br>Denise Zordich, and Monique Zordich .....                   | 33 |
| Jennifer Pisani, Kelly Wright, Marilyn Tisci,<br>Catherine Sanderson, and Mary Anne Woodward ..... | 33 |
| Gail LaCroix .....                                                                                 | 33 |
| Ronald Jeter, Julia Thorner, Darla Boyd,<br>Pamela Weaver, and Diane Dermody .....                 | 33 |
| James Apana, James Prahst, Jack Schmoll,<br>and John Wotowiec .....                                | 34 |
| Darren Furno, Karl Heege, Pat Woody, and Milton Dave .....                                         | 34 |
| Georgiana Naoum .....                                                                              | 34 |
| Alexis Williams .....                                                                              | 34 |
| Richard Darst .....                                                                                | 35 |
| Michael Rusnak .....                                                                               | 35 |
| Kathleen Harbert and Anita Petry .....                                                             | 35 |
| Kay Bennett, Jane Hoover, and John Siemer .....                                                    | 35 |

MULTIDISCIPLINARY

## A NOTION FOR MOTION

**Matthew Teare**  
*Anton Grdina Elementary School*  
*Cleveland City School District*

Primary Level

### THE PROGRAM

In this kindergarten program, students participate in inquiry-based science activities and experiments related to the concepts of gravity and motion. After reading *Chicken Little* by Steven Kellogg and discussing the concepts of gravity and motion, students create original endings for the story. They use their creative talents to write stories, draw pictures, and record their activities in journals. These experiences strengthen students' skills in reading comprehension, predicting outcomes, making references, drawing conclusions, sequencing, and categorizing. As a culminating activity, the students create and present their own production of the story to other classes.

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## A TISKET, A TASKET, WHAT'S IN MY GOODIE BASKET?

**Susan Bussan**  
*Fairlawn Elementary School*  
*Akron City School District*

Primary Level

### THE PROGRAM

This program utilizes Little Red Riding Hood's "picnic basket" to introduce weekly units. To begin the program, students learn the rhyme "A tisket, a tasket, what's in my goodie basket?" Next, students take turns skipping around the room while holding a plastic picnic basket and wearing a red cape. When the students come upon Grandma (the teacher), they reach into her basket and, by touch only, try to guess the identity of the item(s) in the basket. Each week, the basket conceals an item(s) selected by the teacher to introduce a unit. For example, one week the basket contained wearable plastic apple necklaces to introduce an apple unit in which the students made applesauce. For other units, the basket contained a reindeer art project, a real bird's nest, different types of pasta, and fairy tales such as "The Three Little Wolves" and "The Big Bad Pig."

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## A POSITIVE APPROACH TO IMPROVING NEGATIVE BEHAVIOR

**Linda Kennard**  
*Andrew J. Rickoff Elementary School*  
*Cleveland City School District*

Primary Level

### THE PROGRAM

A positive classroom environment can be achieved by establishing clear behavior guidelines, recognizing good behavior on a daily basis, and utilizing an attainable reward system. In this program positive classroom rules, such as "be polite," "do your best work," and "respect people and property" set the tone for appropriate behavior. Appropriate student behavior is acknowledged by placing stickers on a "Good Conduct" chart. At the end of the day, any child who earns a sticker on the chart receives a Star Card. Each student tries to earn at least 25 Star Cards each month to exchange for a prize from the classroom treasure box. Achieving this easily attainable goal enhances students' self-esteem.

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## A TRIP TO THE PHILIPPINES

**Lucita Bernardo**  
*Residence Park Elementary School*  
*Dayton City School District*

Primary Level

### THE PROGRAM

This program's developer, a native of the Philippines, shared information about her country's language, music, food, and customs with primary students. Together and individually, the students read picture books about the Philippines and learned simple expressions in the native language. In language arts, students increased their knowledge of antonyms, synonyms, comparing and contrasting, following directions, and main idea. In social studies, students explored Philippine customs, language, music, and dance. In addition, students discussed and compared the symbols and colors of the United States flag and the Philippine flag, viewed picture books, and studied Philippine customs related to celebrating Fiesta, Christmas, and New Year's. The program concluded with a "tasting" party at which the students sampled Philippine cuisine.

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MULTIDISCIPLINARY

# **ABOVE AND BEYOND**

**Karen Grindall**  
*Portage Path Elementary School*  
*Akron City School District*

Primary Level  
**THE PROGRAM**

This program encourages students to go above and beyond required class work and homework and helps them understand that learning is a lifelong process. Students earn points for completing 25 specific activities organized into four categories: (1) cultural involvement (e.g., music lessons, choir, community learning events, instructional TV/PBS programs), (2) volunteering (e.g., assisting students or teachers during free time), (3) parents and kids as learning partners (e.g., joint family projects to extend or enrich curriculum), and (4) community involvement (e.g., correspondence with or assistance to business persons, senior citizens). A record keeping chart indicates points earned by students for each activity. At the end of each month, students may exchange their points for rewards such as computer time or new learning supplies.

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# **AUSTRALIAN ABORIGINES**

**Kimberly Hardman-Elliott**  
*Newton D. Baker School of the Arts*  
*Elementary School*  
*Cleveland City School District*

Primary Level  
**THE PROGRAM**

This interdisciplinary unit increases students' awareness of the culture, art, lifestyles, food, and history of the Australian Aborigines. Students learn about the connections between their present-day culture and that of the Aborigines. Art projects, such as making Aborigine calendars, bark houses, masks, and cardboard boomerangs acquaint students with Australian vocabulary, ingenuity, and lifestyles. Students differentiate between modern man-made items and modern items made from natural materials. They then compare and contrast those items with items used in the outback hundreds of years ago. Finally, students study Aborigine musical instruments and crafts; view displays of Aborigine art; and experience Aborigine cuisine.

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# **AFRICAN TALES ON STAGE**

**Jacquelyn Mullin**  
*Hawkins Elementary School*  
*Toledo City School District*

Primary Level  
**THE PROGRAM**

This program introduced primary students to the customs, language, and dress of various cultures within the United States. Students improved their social studies, language arts, and art skills by studying African folk tales. They discussed African art, clothing, climate, geography, and ceremonial practices; wrote names in cartouches using a hieroglyphic code; learned about African animals; and created animal-shaped books. They also learned the meanings and pronunciations of some Swahili words. As a culminating activity, the students presented the tale, "Who's in Rabbit's House" to a first-grade class. The students designed their own scenery (trees, animals, Rabbit's house) and wore self-made animal masks for the dramatization.

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# **BEYOND STICKS AND STONES**

**Debra Hudnall**  
*Tremont Elementary School*  
*Cleveland City School District*

Primary Level  
**THE PROGRAM**

In this program students engage in conflict resolution and team building to become more empathetic and responsible individuals. To begin the program, students are divided into small groups. Each group is given a colored paper cut-out of a person (e.g., green, blue, or purple). Each group member takes a turn saying something negative to the paper person (within boundaries set by the teacher) while he or she tears a small piece of the paper person. After the cut-out has circulated around the circle, the students discuss how they felt when saying those words, the condition of the paper person, and the saying, "sticks and stones may break my bones..." Next, the students say kind words to the paper person, add paper and tape to mend its wounded body, and discuss the process. Tokens are used in the program to reward students for kind words and deeds.

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## MULTIDISCIPLINARY

**BRINGING CHINA TO KINDERGARTEN**

**Sandra Smeenk**  
*Broadleighb Elementary School*  
*Columbus City School District*

Primary Level

**THE PROGRAM**

In conjunction with the Chinese New Year, kindergarten students brought a little bit of China into their classroom. Program activities included locating China on a globe, studying the map and flag of China, reviewing Chinese writing, learning to count to 10 in Chinese, and displaying a banner stating, "It's a Chinese New Year." Literature, filmstrips, videos, games, cooking, and daily theme-related activities were utilized to introduce students to unfamiliar aspects of the world in which they live. Students made dragon puppets and a dragon costume to wear in a Chinese New Year parade through the school hallways. The culminating experience involved the students vicariously accompanying Big Bird on a tour of China as they watched the video "Big Bird in China."

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**CARDIAC KIDS**

**David Bermann**  
*Jefferson Primary Elementary School*  
*Youngstown City School District*

Primary Level

**THE PROGRAM**

After learning about the importance of fitness, primary students in this program modified their lifestyles. Three types of stations — activity, learning, and relaxation — helped students learn the importance of health, physical fitness, and wellness. At the activity station, students jumped rope, jogged, dribbled soccer balls, and engaged in upper body strengthening exercises. At the learning station, students constructed food pyramids, kept food journals, and created collages. At the relaxation station, students listened to jazz, classical, or new age music. Throughout the program, the students wore pulse monitors. They periodically checked their heart rates and recorded and graphed the information. This immediate feedback helped the students learn how the heart works as well as the heart's response to a variety of activities.

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**BULLETIN BOARDS AREN'T JUST FOR LOOKING AT ANYMORE**

**Sheila Delzani**  
*Marion-Sterling Elementary School*  
*Cleveland City School District*

Primary Level

**THE PROGRAM**

In this program classroom bulletin boards helped second-grade students review mathematics, reading, language arts, and spelling concepts. One classroom bulletin board entitled "Clowning With Time" featured a colorful laminated clown with a large clock covering its stomach. During "center" time, students used the "clown" clock to practice telling time. Other mathematical concepts addressed through bulletin boards were fractions, ordinal numbers, money, and geometric shapes. A second classroom bulletin board helped students review reading and language arts concepts. A third classroom bulletin board entitled "Nuts About Spelling" featured a large elephant and 10 large peanuts (numbered 1-10 on the front). Vocabulary words, spelled in a scrambled order, were written on the peanuts. A second set of peanuts (numbered 1-10 on the back), contained the words spelled correctly so students could self-check.

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**CENTER FOR FABULOUS AND COOL TEACHING STATIONS (FACTS)**

**Louise Gagnon and**  
**Linda Sumser**  
*Mason Elementary School*  
*Canton City School District*

Primary Level

**THE PROGRAM**

This program incorporates the use of both a traditionally designed "instructional" classroom and a "hands-on" classroom comprised of learning stations and workshop areas. The "hands-on" classroom provides students an opportunity to work in small groups, develop problem solving and social skills, and be actively involved in the learning process. The stations and workshop areas focus on math, science, social studies, computers, listening, writing, and literature. Activities change weekly and include math games, math manipulatives, story starters, and science experiments. Two second-grade classrooms participate in this program. The classes are first combined and then randomly divided into two groups. One group works in the instructional classroom while the other group works in the "hands-on" classroom. After 30 minutes, the groups switch classrooms.

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## CONTEMPORARY MUSIC APPROACH TO TEACHING ANY LESSON

**Ronald Anton**  
*Tremont Elementary School*  
*Cleveland City School District*

Primary Level

### THE PROGRAM

The Contemporary Music Approach, a ten-step approach to writing original song lyrics, follows:

1. Students choose a target lesson and list important facts and information which will comprise the original song lyrics.
2. Students choose the music and melody from among 10 original songs (ballad, light rock, pop, rap, etc.).
3. Students become familiar with the model song by listening to it three times.
4. Students begin writing their original song, paying particular attention to the opening line.
5. Students sing the completed song several times.
6. Students divide into small groups and sing the completed song from memory.
7. Students write two questions that relate to the song or information on the target lesson.
8. Students write a response to one essay question.
9. The teacher designs and administers a final test based on the students' work in steps 7 and 8.
10. Each small group performs the song from memory.

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## EVERYONE COOKS RICE

**Heather Antonucci**  
*Voris Elementary School*  
*Akron City School District*

Primary Level

### THE PROGRAM

In an increasingly diverse world, it is important to teach young children that it is O K to think, act, feel, and even "cook" differently. Students in this program learn about cultural differences from the cooking experiences described in Norah Dooley's book, *Everyone Cooks Rice*. After creating rice dishes from various cultures, students were introduced to pictures, music, and language from those cultures. For example, when the students prepared Spanish rice, they wore sombreros, learned the Mexican Hat dance, and exchanged "hello's" in Spanish. Program activities helped students learn to follow directions, cooperate, share multicultural traditions, and improve their listening, mathematics, and motor skills.

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## COST OF A DREAM

**Judith Herbick and Mary Sandy**  
*Williamson Primary Elementary School*  
*Youngstown City School District*

Primary Level

### THE PROGRAM

Inner-city students increase their understanding of the responsibilities of being a homeowner and breadwinner by designing their own homes and relating personal goals to education and career choices. After students discuss types of homes from around the world, they form small groups. Each group cuts cardboard into the shape of a house, determines the number of rooms, and selects furniture, wallpaper, window treatments, and floor coverings. The homes are then organized to form a neighborhood. Catalogs and advertisements help students calculate the cost of each item. The students use percentages and statistics to relate home costs to occupations. Bankers, builders, real estate brokers, furniture store personnel, and others serve as program resources. A field trip allows children to identify the similarities and differences between houses in the suburbs, the city, and their own homes.

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## FIRST GRADE BUNNY BRUNCH

**Fran Bostick**  
*Robinson Elementary School*  
*Akron City School District*

Primary Level

### THE PROGRAM

As a culminating activity for a unit on nutrition, first-grade students prepared and served a springtime brunch for staff members. Activities included developing a guest list, creating invitations, and selecting a brunch menu based on one entree from each food group. Through a consensus-building process, the students decided what and how much food to serve. Small groups of students determined the most economical way to purchase needed ingredients. An assembly line was developed to prepare and freeze entrees. Students learned the importance of cleanliness, accurate measurement, proper food storage, table manners, and dinnerware placement. On the day of the brunch, students dressed up, set the tables, made final food preparations, and escorted guests to their "places of honor." After the brunch, the students made a "Memory Book" which included autographs and pictures of guests. The book was displayed in the school library.

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MULTIDISCIPLINARY

## GROW A HEALTHY SNACK

**Irene Kobr**

*Liberty Elementary School  
Columbus City School District*

Primary Level

### THE PROGRAM

Students in this program learn about nutrition as they grow and eat healthy snacks. To begin the program, students "grew" a salad by planting kale, spinach, lettuce, radishes, collards, and beans. The students photographed and measured the plants' growth and read literature about plants, seeds, and nutrition. Before harvesting the vegetables, the students planned a "salad" party. They sent invitations to and polled staff members, students, and parents about their favorite salad dressings. After tallying and graphing the results, the students determined how many bowls of salad were needed for each type of dressing. As part of this program, students also visited an apple orchard and made apple juice and applesauce.

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## LOOK WHAT'S POPPING UP

**Kristen DeChellis**

*Belle Stone Elementary School  
Canton City School District*

Primary Level

### THE PROGRAM

This week-long unit "stirred up" creative learning experiences for students. First, the students brainstormed three unique things to do with popcorn. Next, students described the sounds, smells, and appearance of popcorn; sequenced the process of making popcorn; estimated the kernels needed to pop popcorn for the entire class; and graphed favorite ways to eat popcorn. After students listened to *The Popcorn Book* by Tomie DePaola, they made their own popcorn books, sang songs, and created art designs. The highlight of the program was a problem solving lesson in which pairs of students, using one 9" x 12" piece of paper (and tape, glue, staples, or scissors, if needed), invented ways to hold the most amount of popped corn.

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## LISTEN WHILE YOU WORK

**Cary Fortkamp**

*H. W. Longfellow Accelerated Elementary School  
Cleveland City School District*

Primary Level

### THE PROGRAM

Listen While You Work teaches first-grade students the importance of listening and following directions. To begin the program, students study the human ear. A voice meter is used to help students become aware of what "voice" they use throughout the day. All class assignments are given orally rather than in writing. In math, students engage in critical thinking and group problem solving. In language arts, students listen to tape recordings of popular children's literature and write and record their own stories. In health, students explore how different sounds and music make them feel and how people's tone of voice relates to feelings and emotions. In social studies, students identify familiar sounds in their community. Students also conduct scientific experiments to discover the softest and loudest sounds they can hear. As a culminating activity, students taped their voices and tried to identify them.

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## ROCK TALK AND AMAZING DIRT

**Shirley Custer**

*Fairlawn Elementary School  
Akron City School District*

Primary Level

### THE PROGRAM

Students possess a natural curiosity about rocks, sand, and dirt. In this program, first-grade students and their fourth-grade buddies explored rocks and sand using a computer, videodisks, videos, and trade books. Students used hand-held microscopes, funnels, cups, spoons, sifters, and plastic containers to measure and explore sand. Students and their parents then went on a "rock walk" to locate various types of rocks (e.g., smooth, rough, soft, hard, etc.). Other activities included weighing, measuring, and classifying rocks; using rocks as math manipulatives; searching for fossils; making fossils; and planting flowers. During an activity based on the fable "The Fox and the Pitcher," students estimated how many rocks were needed to fill a pitcher. As a culminating activity, students made rock candy (crystals) and dirt cake, read poetry, and sang songs.

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MULTIDISCIPLINARY

# SAGITTARIAN SLEUTHS: THE WONDERFUL WORLD OF MYSTERY

*Linda Miller, Carolyn Keller,  
Sharon Phelps, and Art Boker  
Linden Park Alternative Elementary School  
Columbus City School District*

Primary Level  
**THE PROGRAM**

Fourth- and fifth-grade students play the role of "detective" in this program to solve problems and explain mysterious situations. In social studies, teams of students explored the software program "Where in the U.S.A./World is Carmen San Diego?" Using clues from the program, the students selected a setting and then wrote and published their own stories. Next, the students read two mystery books. In their journals, they described each book's plot, mysterious events, and clues. In math, students investigated number systems and created their own number system. In science, each student classified and graphed his/her fingerprints and compared the pattern to other students' prints. Students' cell patterns of blood, cheek scrapings, and hair samples were also analyzed. Finally, small groups of students identified mystery powders (e.g., flour, baking soda).

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# SECOND GRADE SEND OFF

*Ruthanne Sweeney and  
Christine Heidt  
Westfield Elementary School  
Toledo City School District*

Primary Level  
**THE PROGRAM**

This program celebrates the completion of the second-grade curriculum at Westfield Elementary School. During the celebration, students worked in groups to complete 15 diverse learning activities. Activities included reading with stuffed animals, playing bingo, watching videotapes of the year's activities (e.g., performances of a song, poem, or story), writing letters to first graders about the second grade, autographing T-shirts, blowing giant bubbles, and sharing family pictures. Students also sang songs, made chalk drawings of scenes from favorite books, and hiked along the school trail. Adults supervised each activity and monitored a time schedule.

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# SCHOOL, THE GREATEST LEARNING PLACE ON EARTH

*Mary Lou Jubin, Mary DeBerry, June Macak,  
and Shirley Taylor  
Fairlawn Elementary School  
Akron City School District*

Primary Level  
**THE PROGRAM**

This program incorporated a "Circus of Learning" to enhance students' skills in all subject areas. After reading *Mister Penny's Circus* by Marie Hall Ets, students developed circus acts to share with other classrooms. For background information, students read circus stories, studied circus animals, researched the history of circus performers, listened to circus music, and learned several tricks. Posters were placed in the school hallways to advertise the circus. One of the students' circus acts focused on the concept of money. The students divided themselves into teams, each representing a different type of "money" (e.g., penny, nickel). Each team tried to find the coins it represented that were hidden in the room. Each team taught the audience members a verse of the song "The Wheels on the Bus" and asked them to estimate the amount of money collected by the teams. Children attending the classroom circus donated pennies which were used to "adopt" a local zoo animal.

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# SILENCE IS GOLDEN... SOMETIMES

*Judy Ann Stine  
Hawkins Elementary School  
Toledo City School District*

Primary Level  
**THE PROGRAM**

When the school bell rings on the first day of school, students in this program receive a packet containing instructions for choosing desks, preparing name tags, labeling supplies, writing personal information on index cards, and getting a snack. The final instructions ask the students to write an essay describing the "perfect" teacher; list their likes and dislikes; and describe their expectations for the year. The students are asked to complete the assignment in silence before discussing it as a class. Later in the school year, one day is designated as "silent day" in the classroom with only nonverbal communication allowed. The next day, the students discuss the benefits and disadvantages of silence. This experience creates a new awareness of and appreciation for speech and hearing and facilitates a quiet classroom environment.

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MULTIDISCIPLINARY

## SOAPY SOUNDS: SHAVING CREAM MADNESS

**Carol Rappach**  
*Jefferson Primary Elementary School*  
*Youngstown City School District*

Primary Level  
**THE PROGRAM**

Shaving cream, rather than paper and pencil, is used to teach phonics and mathematics to students in this program. To teach beginning, middle, and ending sounds, the teacher says a sound and students print (in pencil) the corresponding upper- and lower-case letter or when all answers have been checked, students use their finger to trace over and "erase" the letter. Next, each student is given a paper cup. This time, students use shaving cream to write the letter corresponding to the sound they hear. If the student's letter is correct, that letter (in the form of alphabet cereal) is placed in his/her cup. The teacher then repeats the sound and holds up a picture of that letter. After the activity is concluded, the students eat their alphabet cereal letters. As a culminating activity, the students cook alphabet soup in a crock pot. Shaving cream can also be used in a similar manner to teach mathematics.

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## TAKE HOME FUN PACKS

**Julia Bell, Constance Berger**  
**Phyllis Shellko, and Paula Rampe**  
*Adlai Stevenson Elementary School*  
*Cleveland City School District*

Primary Level  
**THE PROGRAM**

In this program "Fun Packs," containing math, science, reading, and writing activities, are used as an alternative to structured homework. Parents and their children are encouraged to complete Fun Pack activities together. Sample activities include counting, rhyming, telling time, baking, performing experiments, reading, and retelling stories. Parents record their reactions to the activities. If an activity does not prove to be effective, it is modified or replaced. Donated supplies, books, science experiments, and math games are some of the items included in the Fun Packs. Parents and teachers work together to prepare the activities and assemble the packs. Parents are provided training with regard to the Fun Pack activities to ensure the program's success.

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## STORYTELLERS AROUND THE GLOBE

**Denise Galinkin Blank**  
*Devonshire Alternative Elementary School*  
*Columbus City School District*

Primary Level  
**THE PROGRAM**

Storytellers Around the Globe teaches fourth-grade students about diverse cultures through folklore. Students read a variety of literature to learn about the uniqueness of such cultures as Russian, West African, and Native American as well as universal qualities all people share. They also learn that people of all cultures tell creation myths. For example, in West Africa, the Akan people of Ghana tell how spirit people fell from the sky and created fire children. To recreate this experience, students sit in a semi-darkened classroom and listen to "The Fire Children, a West African Creation Tale" by Eric Maddern. Covered clay is placed in the center of each table. As the reader narrates how the two spirit people make the fire children, students uncover the clay and design their own creations for display.

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## TAP TAP TO HAITI

**Amy Gosdanian, Kim Babr, Kim Burke,**  
**Judy Brundage, Nicole Carter Luthy,**  
**and Pat Petersen**  
*Devonshire Alternative Elementary School*  
*Columbus City School District*

Primary Level  
**THE PROGRAM**

This multidisciplinary, whole language program teaches students about Haitian culture. Kindergarten through fifth-grade students helped transform the school's hallway into a tropical ecosystem complete with giant paper palm trees and paper animals. Each classroom was decorated in a similar theme. The students created an enormous paper "tap tap" bus (used to transport people and cargo in Haiti). With Caribbean music playing in the background, students "boarded" the bus for a journey through Haiti. Storytelling was the main feature of the tour and included popular Haitian folktales such as *The Banjo* (a magic banjo) and tales from *Children of Yayoute: Folktales of Haiti*. Students created giant wall murals, musical instruments, poetry books, and animal sculptures; enacted dramatic skits; sang Haitian songs; and studied Haiti's climate, economy, and culture. As a culminating activity, students visited other classrooms to participate in special activities and feast upon Haitian foods.

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## TEACHING, LEARNING, SHARING (TLS)

**Sharon Olson and Dianna Reamsnyder**  
**Stewart Elementary School**  
**Westfield Elementary School**  
**Toledo City School District**

Primary Level

### THE PROGRAM

In this program, kindergarten students attending two neighboring elementary schools in Toledo teach and learn together. Videotapes are incorporated to enhance learning. To begin the program, children in one class participate in whole language learning using books, puppets, dramatic play, felt boards, music, games, and other activities. Once they've mastered the materials, the students are videotaped acting out a story while modeling the correct use of materials and giving step-by-step instructions for the dramatization. A Teaching Learning and Sharing (TLS) package is then assembled which includes the videotape, student-made books, patterns, recipes, etc. The package is sent to the "buddy class" which utilizes the materials and reciprocates with a TLS package of its own.

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## THE SEARCH FOR HEALTHY AND DELICIOUS

**Hildegard Greenlee**  
**Cedar Elementary School**  
**Canton City School District**

Primary Level

### THE PROGRAM

The fantasy story *Search for Delicious* by Natalie Baggitt, was the focus of this whole language unit. The story's themes of conflict, magic, and awakenings sparked students' imagination. After reading the book, student teams surveyed staff members and students about their favorite foods. Responses were recorded on bar graphs by classroom, grade level, and entire school. Pizza won! The students also studied nutrition and how to make healthy food choices. Next, students interviewed an adult to determine that person's favorite food and whether or not the food is healthy. The adult responses, often quite funny, were shared in class. Finally, students surveyed community leaders about their favorite foods. Results were graphed and displayed.

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## THAT'S MY BUSINESS

**Joslyn Dowe**  
**Scranton Elementary School**  
**Cleveland City School District**

Primary Level

### THE PROGRAM

That's My Business enables students to play the role of entrepreneurs. Students earn "cash" for completing home and class assignments and modeling good behavior. With their cash, the students buy materials from the Class Wealth Stockpile to begin businesses. Items for purchase include beads, string, paper, paints, posterboard, glue, etc. Students design, advertise, make, and sell products. Products for purchase include stationery, note pads, bookmarks, bracelets, pencils, and badges. Students select jobs within each business such as advertiser, accountant, banker, foreman, production worker, and customer service representative. Program activities enhance students' understanding of such concepts as price, profit, salary, production, advertising, record keeping, and customer service. A field trip to Malley's Chocolate Factory and an economics fair conclude this six-week program.

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## TREASURE TRUNKS

**Eatbel Brown**  
**Summit Elementary School**  
**Canton City School District**

Primary Level

### THE PROGRAM

Creating "treasure trunks" of cultural artifacts increased students appreciation of African-American culture. To begin the program, the students read "Addy" books by Connie Porter (part of the American Girls series). The books taught students about the ancestral homeland of African-Americans, their arrival on American shores, and their eventual integration into American life. After students read about Addy (an imaginary slave girl in the year 1864) and her daring escape to the north, they simulated her journey by collecting their own historical treasures and performing a short play about her life. The students also engaged in period activities such as using an abacus, playing board games, quilting, and making hook rugs. Creating their own "treasure trunks" helped students understand that cultural items should be shared, enjoyed, and passed down to future generations.

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MULTIDISCIPLINARY

# TRUCKIN' ACROSS THE U.S.A.

**Lori Yanacos-Clark**  
**Roosevelt Elementary School**  
**Youngstown City School District**

Primary Level  
**THE PROGRAM**

Fourth- and fifth-grade students in this program became pen-pals with a truck driver from Texas. The project improved students' understanding of the United States; enhanced their reading, writing, math, and map skills; and provided a valuable lesson in personal relations. Students first read the story, *Dear Mr. Henshaw* by Beverly Cleary, featuring trucks and truck drivers. The class then contacted Trucker Buddy International, Inc. (1-800-MY BUDDY). The organization identified a truck driver from Texas who became a pen-pal to the students. In their letters, students asked their pen-pal about his job, discussed Cleary's book, and requested postcards from places he traveled. Students recorded the driver's travels on a laminated U. S. map, determined miles traveled, and calculated math problems related to weight and fuel. The class also researched cities identified in postcards. The culminating event was a visit from the pen-pal. The students enjoyed meeting him in person, sharing their map projects, and inspecting his truck.

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# TUXEDO PENGUIN PICNIC

**Christina Piper**  
**Hotchkiss Elementary School**  
**Akron City School District**

Primary Level  
**THE PROGRAM**

To beat the doldrums of January, second- and third-grade students held a Tuxedo Penguin Picnic. This four-week program gave students the opportunity to apply newly acquired health, science, and social studies knowledge in a fun and creative way. It also reinforced their language arts and socialization skills. To begin the program, the students studied the food groups, proper manners, and hygiene. They then planned a picnic menu and created invitations. Next, the students explored the continents and oceans of the world, with special emphasis on Antarctica, home to most of the world's penguins. The students dressed up as penguins, wearing black and white clothing with colorful bow-ties, and dined on tuna sandwiches, goldfish crackers, apple juice, and vanilla ice cream.

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# TUTORING MAKES LEARNING A TWO-WAY STREET

**Mary Shenk and Lee Smith**  
**Broadleigh Elementary School**  
**Columbus City School District**

Primary Level  
**THE PROGRAM**

In this program high school honor students provided individualized tutoring to elementary students for one hour each week. This experience enabled the high school students to learn teaching skills and responsibility and the elementary students to improve their academic skills. Each elementary student received tutoring based on his or her individual needs. Sessions focused on reading, math, and study skills. Tutors received a packet containing suggestions on how to get to know their tutee, a tutoring plan (provided by the elementary classroom teacher), and an evaluation form. Tutors and tutees also spent time together each semester attending a social event such as a basketball game or pizza party. The participating students developed special friendships as a result of this program.

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# UN"MASKING" THE IMAGINATION

**Anna Ackley**  
**Gracemount Elementary School**  
**Cleveland City School District**

Primary Level  
**THE PROGRAM**

Un"Masking" the Imagination introduces students to African culture through the creation of masks. To begin the program, students read books about African culture, discussed the significance of ancient African masks, and planned a trip to an art museum. Pairs of students prepared a short presentation about African masks and created a sample mask (e.g., paper bag mask). Next, using their imagination and creativity, the students sketched their original mask creations. With the assistance of several volunteers, the creations then came to life! Using Plaster of Paris strips, masks were molded to the students' faces. After careful removal, the molded masks were dried for several days. During that time, students worked in groups to create original African skirts. Students then painted and decorated their masks using beads, feathers, and other jewelry. As a culminating activity students performed skits wearing their masks.

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MULTIDISCIPLINARY

# AN AFRICAN ADVENTURE

**Judith Brown, Mary Beth Sebastiano,  
Denise Zordich, and Monique Zordich**  
Hayes Upper Junior High School  
Youngstown City School District

Intermediate Level

## THE PROGRAM

In this program students "travel" to Africa to learn about the cultural differences and similarities between Africa and America. The project incorporates social studies, physical education, language arts, art, and mathematics. Students first studied the seven principles of Kwanzaa, the celebration of African history and customs. To prepare for their "trip" to Africa, students used library resources, computers, and videos to research the people, environment, customs, and cultures of African countries. Each student designed a passport and "packed" a suitcase of essential items. Panel discussions and debates provided a forum for students to voice opinions on apartheid. Throughout the journey, students kept a journal of their thoughts and observations. As a culminating activity, the students painted a mural of their "travels" through Africa that was displayed for the entire school.

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# BUILDING BRIDGES

**Gail LaCroix**  
Portage Path Elementary School  
Akron City School District

Intermediate Level

## THE PROGRAM

In the program Building Bridges, students create a resource notebook containing a compartment for each of the following: language arts, mathematics, science, social studies, and conflict resolution. Students study strategies, information, and concepts related to each area. Various documents and materials such as grammar and punctuation rules, vocabulary, samples of reports and letters, measurement tables, biographies, timelines, charts, and graphs are filed under the appropriate heading for future reference and study. The handbook empowers students to become self-motivated, independent learners.

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# BEYOND THE HOLOCAUST

**Jennifer Pisani, Kelly Wright, Marilyn Tisci,  
Catherine Sanderson, and Mary Anne Woodward**  
Lehman Middle School  
Canton City School District

Intermediate Level

## THE PROGRAM

This unit addresses the events of the Holocaust and helps students become aware of how the choices they make affect other people. To begin the program, students completed a pre/post attitudinal survey which assessed the extent of students' awareness of the Holocaust and their cultural sensitivity toward minority groups. In social studies, students studied World War II, specifically communism and the era of Adolf Hitler's rule. In science, students investigated the life of Albert Einstein as both a scientist and a Jewish American. In math, students calculated their own caloric needs and compared them to the meager caloric levels of food provided to concentration camp prisoners. In language arts, students read literature about the persecution of minority groups and recorded their thoughts in journals. Students also wrote and performed readers' theaters based on their literacy experiences. A multimedia mural, documenting the students' experiences, was displayed in the school hallway.

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# GO FIGURE

**Ronald Jeter, Julia Thorner, Darla Boyd,  
Pamela Weaver, and Diane Dermody**  
Kiser Junior High School  
Dayton City School District

Intermediate Level

## THE PROGRAM

Go Figure challenges students to use logical and imaginative thinking to find solutions to brain teasers, mind problems, and/or puzzles. Teachers develop weekly brain teasers in the areas of reading, mathematics, English, social studies, and science. To accommodate students of varying abilities and talents, teasers of graduated degrees of difficulty and interest are offered. Students gain pride, confidence, and self-satisfaction as they solve problems in new and creative ways. When available, incentives are offered for the first correct solution, number of correct solutions, and level of difficulty. This ongoing weekly project incorporates monthly grand prizes.

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## MULTIDISCIPLINARY

**HOW GREEN IS THE VALLEY?**

*James Apana, James Prabst, Jacob Schmoll,  
and John Wotowiec*  
**Wilbur Wright Middle School  
Cleveland City School District**

Intermediate Level  
**THE PROGRAM**

In this program students explored geological, environmental, historical, and sociological changes in Cuyahoga Valley National Park. Four teachers, with the technical assistance of a park ranger, planned a field trip to the park and related activities. In mathematics, students estimated actual distances between points of interest on the park's topographical map. In science, students learned about local geology and its impact on plant and animal communities. In social studies, students examined how travel routes along the Cuyahoga Valley advanced from animal trails, canals, and railroads to modern highways. This advancement not only enhanced man's progress but also changed the valley itself. In English, students read and discussed literature dealing with survival in the wilderness as well as journal entries about life in the valley.

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**KWANZAA KORNER**

*Georgiana Naoum*  
**Hayes Upper Junior High School  
Youngstown City School District**

Intermediate Level  
**THE PROGRAM**

This cultural heritage program was designed to acquaint students with African traditions and to connect African-Americans to their cultural roots. During the celebration of Kwanzaa, African-Americans acknowledge their heritage and reflect on their goals. A Kwanzaa "corner" in the classroom incorporated the seven symbols of Kwanzaa to spark student interest and curiosity. One Kwanzaa principle was introduced to the students each of seven days. Reading, writing, note taking, drawing, art design, and jewelry creation activities helped students learn the seven principles of Kwanzaa. Students used trade books to research information on the name and meaning of each principle. They wrote a summary of the principle and ensuing class discussion in their journals. As a concluding activity, students created dolls and necklaces depicting African costumes and ornaments.

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**INTERDISCIPLINARY ACTIVITY  
USING HYPERSTUDIO**

*Darren Furno, Karl Heege, Pat Woody,  
and Milton Dave*  
**Hartford Middle School  
Canton City School District**

Intermediate Level  
**THE PROGRAM**

In this program, eighth-grade students designed tutorial computer software to reinforce individual course content. Students initially developed a tutorial program framework (e.g., material to be presented, questions, answers, help, and hints) for their math, science, English, and social studies classes. Next, using HyperStudio, students developed an interactive tutorial program. In math, students created more than 300 questions to help prepare students for the Ninth-Grade Proficiency Test. The questions were then converted into a 50-question multiple choice practice test. In social studies, students converted a pen-and-paper report into a multimedia computer presentation using HyperStudio. The students scanned pictures, graphs, and other material on the computer to access information about presidents of the United States.

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**SPEAK UP, I CAN'T HEAR YOU**

*Alexis Williams*  
**Lathrop Elementary School  
Canton City School District**

Intermediate Level  
**THE PROGRAM**

This year-long program increases students' knowledge about elderly people and racial conflicts. Program activities help students understand why prejudices exist, develop more compassion and tolerance for people with different beliefs and backgrounds, and view the elderly as a valued resource. The program encompasses three parts. For the first part, students interview family members, listen to local speakers, and role play their views about prejudice. Groups of students then develop possible solutions to conflict situations. For the second part, students read accounts of injustices, view court cases, and choose cases to defend. Student groups develop court dramas to plead their cases in which they role play prosecutors, defense lawyers, judges, witnesses, and jury members. The final part of the program involves students engaging in a community service project.

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## MULTIDISCIPLINARY

**USING BROADWAY MUSICALS  
TO TEACH THE CONTENT AREAS**

**Richard Darst**  
*Miller-South Education Center Elementary School*  
*Akron City School District*

Intermediate Level  
**THE PROGRAM**

The musical comedy "My Fair Lady" was incorporated into a mythology unit to teach students about historical events and issues. George Bernard Shaw's Broadway play provided a catalyst for discussion of the "class" system of England and how people are often judged by their appearance and/or patterns of speech. Students also discussed how music and lyrics were used to promote the story's plot and provide insights into characters. Students explored the adaptation of an artistic work from one medium to another, wrote short plays, illustrated picture books, and created and illustrated story boards for a proposed film project. As a culminating activity, students adapted a Greek myth to another form. Other musicals that could be used in this program include "1776," "West Side Story," and "Annie."

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**OLE' FOR GOOD HEALTH**

**Kathleen Harbert and Anita Petry**  
*McKinley High School*  
*Canton City School District*

Secondary Level  
**THE PROGRAM**

In this program students explore how the geography, lifestyles, food production, and cuisine of both Spain and Mexico differ from the United States. The students discuss the diets of Mexican and Spaniard cultures and the link between food, health, and life expectancy rates. They then study the major food groups, proper nutrition, and the fat grams and caloric content of menu items from Taco Bell, a fast food restaurant. In small groups, students create several seven-course Mexican restaurant menus (making sure each item contributes to a balanced diet) and provide a written summary of why each food was selected. Each group then prepares one of the dishes from the menu for all to enjoy.

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**LEARNING TO MAKE SMALL TALK**

**Michael Rusnak**  
*East High School*  
*Akron City School District*

Secondary Level  
**THE PROGRAM**

In this program vocational students improve their social skills by learning how to initiate and sustain brief conversations. Students become aware of the benefits of "small talk" as a way of putting people at ease, building rapport, and improving working relationships. The students learn simple techniques to foster brief conversations such as noticing overt clues and focusing the conversation on others. Students practice "small talk" in a variety of classroom and outside activities. Other program activities include students recording at least five conversations with people other than friends and family; engaging in a contest to find the most things in common with an acquaintance; and videotaping students in a role play conversation.

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**THANKSGIVING TURKEY "BURNER"**

**Kay Bennett, Jane Hoover, and John Siemer**  
*West High School*  
*Columbus City School District*

Secondary Level  
**THE PROGRAM**

As part of a Community College Preparation Program, ninth-grade students at West High School completed an interdisciplinary Thanksgiving project. In English, each student wrote about his/her family's traditional Thanksgiving menu. In science, the students discussed calories and heat-energy relationships and then listed the caloric content of foods included in their menus. In math, students designed a spreadsheet and entered menu items, portions, and formulas for determining total calories consumed. Next, using the spreadsheet, the students calculated exercise times required to burn the meal's caloric intake. A computer program helped students convert the data into charts and graphs and also to design attractive menus which were posted on a bulletin board.

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## SCIENCE

### TITLE OF PROGRAM

#### *Primary Level*

Butterflies and Flight  
Cans and Degrees  
Cedar Rapids  
Dig Into Archaeology  
Hands-On Science Fair  
Leap Into Science  
Music From Trash  
Paper: I Can Make It! Can You?  
Science Backpack  
Smith's M&M Speedway Derby  
Super Seasonal Science  
Surf's Up  
The Underground Patrol  
Watch the Stars Come Out  
What Is Too Much?  
Window To the World and Beyond  
Worms, Wonderful Worms

#### *Intermediate Level*

Bringing Back the Bluebirds  
Give Blood, Give Life  
Mole Day Mania  
The Muse-Ecology Hall  
Weekly Wonder: Using Discrepant Scientific Events

#### *Secondary Level*

A Multimedia Lab for Chemistry Students  
Chemistry Blues  
Dew-Drop Inn  
Interview With an Integument  
Paint Me a Sundial  
Show Me Boards  
Studying Physics Through Art:  
A Collaborative Enterprise (SPACE)

### NAME

### PAGE NUMBER

|                               |    |
|-------------------------------|----|
| Jacqueline Crews .....        | 38 |
| Phyllis Sheehan Bambeck ..... | 38 |
| Curtis Tinlin .....           | 38 |
| Kathleen Smith .....          | 38 |
| Beth Ann Gantz .....          | 39 |
| Penny Sengpiel .....          | 39 |
| Patricia Giermann .....       | 39 |
| Patti Daggett .....           | 39 |
| Jane Sullivan .....           | 40 |
| Anne Louise Smith .....       | 40 |
| Nora Flanagan .....           | 40 |
| Nancy Lee Mussler .....       | 40 |
| Corlista Hardman .....        | 41 |
| Lori Seubert .....            | 41 |
| Gayle Weaver .....            | 41 |
| Bonita Guarneri .....         | 41 |
| Nancy Quinn-Simon .....       | 42 |
| Eileen Weinstein .....        | 42 |
| Dorothy Melody .....          | 42 |
| Lois Kuhns .....              | 42 |
| Connie Young .....            | 43 |
| Douglas Leonard .....         | 43 |
| Neil Parrot .....             | 43 |
| Lynne Carnes .....            | 43 |
| Thomas Haren .....            | 44 |
| Joanne Salay .....            | 44 |
| Colin Maxwell .....           | 44 |
| Christine Milcetic .....      | 44 |
| Claudia Khourey-Bowers .....  | 45 |

## BUTTERFLIES AND FLIGHT

**Jacqueline Crews**  
*Broadleigh Elementary School*  
*Columbus City School District*

Primary Level  
**THE PROGRAM**

In the program Butterflies and Flight, second-grade students explored why, where, when, and how a butterfly flies. The program began with a discussion to discern what the students already knew about butterflies. Next, students classified butterflies; studied their life cycles and migration patterns; and conducted research and experiments on air, weight, and matter. Program activities also included writing, making books and filmstrips, reading literature and maps, singing songs, creating pop-up butterflies, making and testing parachutes, and playing games.

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## CEDAR RAPIDS

**Curtis Tinlin**  
*Cedar Elementary School*  
*Canton City School District*

Primary Level  
**THE PROGRAM**

Fifth-grade students in this program created amusement park rides to demonstrate the laws of physics. Students used readily available materials and their creativity to construct "rides" (simple machines) which were assembled into a class amusement park. The park, named "Cedar Rapids," contained 30 different rides including roller coasters, merry-go-rounds, and ferris wheels. Constructing, observing, and discussing the rides helped the students learn about simple machines as well as types of motion and force. The students also located, classified, and discussed various types of levers at work in the amusement park and the school building. As a culminating activity, the students proudly demonstrated their rides to younger students.

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## CANS AND DEGREES

**Phyllis Sheehan Bambeck**  
*Harvey Rice Elementary School*  
*Cleveland City School District*

Primary Level  
**THE PROGRAM**

This program promoted students' awareness of natural resources and ways to conserve those resources. The students collected aluminum cans for recycling and reduced their families' fuel consumption by identifying heat loss points in their homes. After learning how to read a thermometer, the students charted daily morning and afternoon temperatures. As winter approached, the students discussed ways to conserve energy, such as turning off lights, closing doors, etc. As a culminating activity, students measured the temperature at various places in their homes, marked heat loss points, and brainstormed ways to prevent heat loss.

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## DIG INTO ARCHAEOLOGY

**Kathleen Smith**  
*Devonshire Alternative Elementary School*  
*Columbus City School District*

Primary Level  
**THE PROGRAM**

Dig Into Archeology teaches students about people, animals, and plants from the past. To begin the program, students studied rocks and fossils and then created and cast their own fossils. After studying dinosaurs, students created dinosaur-related informational posters, time lines, books, and mini-reports. For the next part of the program, students were divided into "archaeology" teams. Each team was given some sand containing buried "bones" (wooden pieces to a dinosaur skeleton puzzle). Team members were required to uncover the bones, weigh and measure them, and record their findings. After assembling the skeletons, each team constructed a three-dimensional model and made a presentation to the class. As a final project, each team created a mini-capsule containing items and information about its members. The students then tried to determine which group created each capsule.

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## HANDS-ON SCIENCE FAIR

**Beth Ann Gantz**

**Allen Elementary School**

**Canton City School District**

Primary Level

### THE PROGRAM

To spark an interest in science, prepare for proficiency testing, and build self-confidence, third-grade students participated in a science fair. During this four-day project, students became "teachers" as they shared science experiments with first- and second-grade students. To prepare for the fair, students completed a variety of science experiments, compiled results, and chose experiments to demonstrate. Next, students constructed a pre- and post-test for the younger students. The third-grade students shared their experiments at 12 "stations." The younger students were able to explore, complete an experiment, and ask questions at the stations. After examining post-test results, the students determined ways to improve the fair for next year.

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## MUSIC FROM TRASH

**Patricia Giermann**

**Giddings Elementary School**

**Cleveland City School District**

Primary Level

### THE PROGRAM

In Music From Trash students learn the basic properties of sound and create simple musical instruments from recycled materials. As an introduction to ecology, students learn how they can help preserve the earth's resources by recycling glass, paper, plastic, and cans. They then brainstorm ways to create musical instruments from recyclable materials and enlist the assistance of family and friends. Before constructing their instruments, students explore the various sounds that can be produced from trash, specifically which factors affect the pitch, volume, and duration of sounds and which sizes and types of containers produce the best tone quality. Musical instruments made by the students included rattles, drums, tambourines, kazoos, "water" bells, "rubber band" guitars, xylophones, and cymbals. The culminating activity was the performance of simple tunes by a "trash" band comprised of students. Parents and guests enjoyed the concert during an Earth Day celebration.

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## LEAP INTO SCIENCE

**Penny Sengpiel**

**Fairlawn Elementary School**

**Akron City School District**

Primary Level

### THE PROGRAM

In this program students become more aware of their environment and how living things survive. First, the students observed live frogs and toads in the classroom and then studied their life cycles, habitats, diet, and defense mechanisms. To observe pond and tree life, the students visited a local environmental education center. Using water and land investigation kits, the students dug and fished out living and nonliving organisms from the pond and soil. Afterwards, students shared their "catches" with each other and made scientific evaluations. Finally, students wrote about their personal observations of life in the woods and pond.

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## PAPER: I CAN MAKE IT! CAN YOU?

**Patti Daggett**

**Eastmont Park Elementary School**

**Dayton City School District**

Primary Level

### THE PROGRAM

A class of kindergarten students demonstrated the importance of recycling to reduce trash, improve the environment, and save trees. One of the school's Partners in Education, a recycling company, volunteered to recycle classroom paper. First, students learned how paper is made, how recycled paper is used, and the value of conserving trees. Students then made newspaper, copy paper, construction paper, and wood chips from recycled paper. They separated the paper by type and mixed paper scraps with water in a blender. Screened frames were used to give the paper form. Students added glitter, thread, and yarn for decoration. As a culminating activity, the students wrote "I love you" notes to their parents on the student-made paper and presented them as keepsakes.

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## SCIENCE BACKPACK

**Jane Sullivan**  
*Beverly Elementary School*  
*Toledo City School District*

Primary Level

### THE PROGRAM

Beverly Elementary School students and their families conducted science experiments contained in science "backpacks." Each backpack included an experiment in entomology (comparing and contrasting insect body parts), color and light (mixing and separating colors), gravity (properties of parachutes), vibration (sound and instruments), magnetism (magnetic fields), geology (rock identification), and botany (seed dispersion and germination). Since the experiments required one-on-one supervision, it was impractical to perform them in the classroom. Parent guidance and supervision helped the students refine their observational skills and develop, reinforce, and extend their understanding of scientific concepts. The parents' comments showed they enjoyed the experiments and sometimes learned as much as the children.

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## SUPER SEASONAL SCIENCE

**Nora Flanagan**  
*Pfeiffer Elementary School*  
*Akron City School District*

Primary Level

### THE PROGRAM

This year-long program captures students' interest by utilizing natural materials that are readily available during certain times of the year. For example, the students learn about apples in September, leaves in October, natural dyes in November, magnets in December, snow in January, shadows in February, weather in March, seeds and plants in April, and insects in May. Science themes are integrated into other curricular areas through activities related to seasonal themes. Parents serve as facilitators while the students manipulate seasonal materials and engage in activities that help them learn more about their world. An activity related to each season's theme is shared by the students with their families.

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## SMITH'S M&M SPEEDWAY DERBY

**Anne Louise Smith**  
*Franklin Elementary School*  
*Toledo City School District*

Primary Level

### THE PROGRAM

A pinewood derby car was used in this program to illustrate the concepts of matter, mass, and friction and how they are affected by speed and distance. Students first researched information about each concept and then conducted experiments using equipment such as inclined planes, wheels, and axles. For example, to study matter, students measured all aspects of their derby car (length, width, height, and mass) and recorded that information, along with drawings, in their journals. They then designed their own derby car using hacksaws to cut the pine block into the desired shape. After researching friction, they conducted experiments to discern which surface provided the least resistance, making detailed notes and drawings in their journals. The program concluded with a derby car race. Certificates were awarded to all participants and ribbons to the top three finishers.

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## SURF'S UP

**Nancy Lee Mussler**  
*West Elementary School*  
*Youngstown City School District*

Primary Level

### THE PROGRAM

Students at West Elementary School learned about oceanography by serving as guides in a classroom "discovery" museum. To transform the classroom into an "ocean" environment, students constructed bulletin boards and displays; covered the windows with silhouettes of ocean life; and inflated a bubble containing ocean sand, shells, and floating fish. Classes were invited to tour the museum. On "tour" day, the student guides dressed as sailors and pirates. Students who visited the museum were greeted by King Neptune and then ushered to learning stations where they conducted science experiments; looked through encyclopedias, books, and magazines; and viewed VCR tapes and educational television. This program helped students improve their decision making, public speaking, creative writing, and research skills.

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## THE UNDERGROUND PATROL

**Corlista Hardman**

*Orchard School of Science Elementary School  
Cleveland City School District*

Primary Level

### THE PROGRAM

The Underground Patrol program teaches students about the behavior and habitats of insects. Each week students are introduced to a different insect through literature and class discussions. Each student is then given an insect, a lens, unit cubes, and a black piece of paper. Each student measures his/her insect (using the unit cubes), covers it with a piece of black paper for five minutes, and then writes what he/she observes after uncovering the insect. Students create mini-booklets in which they draw a diagram of, keep measurements of, and make observations about their insect. Many students choose to write poetry and stories about their favorite creature.

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## WHAT IS TOO MUCH?

**Gayle Weaver**

*Georgian Heights Alternative Elementary School  
Columbus City School District*

Primary Level

### THE PROGRAM

In this program students learn how population growth is affecting the earth's natural resources. The program contains three parts. In Part I students engage in activities that increase their awareness of the concept of "too much." In Part II students listen to a story entitled "Even Too Much Chocolate Could Kill You." Focusing on the theme of overpopulation, they then write their own chapter books explaining how having "too many" of their species on the earth changed the environment. In Part III, students conduct research and construct a time line which depicts population growth from 10,000 B. C. to A. D. 1994.

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## WATCH THE STARS COME OUT

**Lori Seubert**

*Reynolds Elementary School  
Toledo City School District*

Primary Level

### THE PROGRAM

The night sky can be confusing to a young stargazer. This program helps students develop an understanding of the different types of stars and their yearly movement in the northern hemisphere. From reading literature, students learn that travelers use the movement of stars to guide them. Stars are grouped into constellations, and different cultures describe stars differently. The night sky is brought into the classroom by creating a portable, inflatable planetarium (20 ft. by 40 ft.) made of polypropylene plastic. Using a magnetic compass, the students construct their planetarium so the hole representing the North Star faces north. Inside the planetarium, students sit facing the northern sky and locate the Big Dipper and other constellations. They make and use "North Circumpolar Star Finders" and "Stargazer Tubes" through which they are able to locate various constellations. The students enjoyed creating and personalizing their own constellations with names such as "Clifford the Dog" and "Mark's Sneaker."

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## WINDOW TO THE WORLD AND BEYOND

**Bonita Guarneri**

*Stewart Primary Elementary School  
Akron City School District*

Primary Level

### THE PROGRAM

Students in this program use acquired knowledge, deductive reasoning skills, and the process of elimination to solve the mystery of what's hidden behind the school's curtained glass showcase. Seven showcase themes are presented: bones, items from the ocean, writing implements, seeds, hats, things that make light, and dinosaurs. First, students learn the rules and procedures for submitting solutions to the mysteries. For each of the seven mysteries, clues are presented for four weeks and the related showcase is displayed for one week. The first clue posted is very general, with subsequent clues becoming more specific. All students who solve a mystery receive a Certificate of Congratulations. This fun program improves students' thinking and team work skills.

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## WORMS, WONDERFUL WORMS

**Nancy Quinn-Simon**  
**Harter Elementary School**  
**Canton City School District**

Primary Level

### THE PROGRAM

This program helps students develop an appreciation for the value of worms. Originally a literature activity, this project has evolved into a school and home recycling program and worm breeding project. To begin the program, students study, observe, and compare red worms and earthworms. Next, school lunch scraps are collected, categorized, weighed, graphed, and fed to the red worms. Every five weeks, students "harvest" the mature worms and sell them as fishing worms. Students also observe earthworms, in a tank, tunnel and react to light, sound, moisture, and air temperature. As a result of this program, students and their families have reduced lunch room garbage and household garbage and improved the environment.

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## GIVE BLOOD, GIVE LIFE

**Dorothy Melody**  
**Volney Rogers Junior High School**  
**Youngstown City School District**

Intermediate Level

### THE PROGRAM

In this program seventh-grade students are introduced to the need for and importance of human blood donations. The program covers the process of donation, medical screening, and how the donated blood is used. Since the students were not 18-years-old and thus could not give blood, they brainstormed other ways they could make a contribution. They made posters to advertise a local blood drive, invited people who had donated blood to share their experiences, and sent cards to a young girl with leukemia. These activities gave students a sense of pride and an understanding of how sharing with others can save lives.

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## BRINGING BACK THE BLUEBIRDS

**Eileen Weinstein**  
**McKinley Elementary School**  
**Toledo City School District**

Intermediate Level

### THE PROGRAM

While studying various orders of birds, students realized that humans had altered the environment in ways destructive to the local bluebird habitat. After consulting a park naturalist about ways they could help, the students obtained a grant from the Ohio Department of Natural Resources to cover the cost of materials needed to construct 24 bluebird houses. Students built, painted, and helped install the houses at a city park within walking distance of their school. Each week, they monitored the houses and recorded their observations related to nest building, egg laying, and the numbers of birds fledged. Students improved their observation and recording skills and developed a sense of pride for bringing bluebirds back into the community.

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## MOLE DAY MANIA

**Lois Kubns**  
**John Hay High School**  
**Cleveland City School District**

Intermediate Level

### THE PROGRAM

In late October, students at John Hay High School celebrate one of chemistry's key concepts, the "mole," a unit of measurement. In honor of National Mole Day, the classroom doorway is converted into a "mole hole." The entire school is invited to participate in two competitions. The first involves the "Mole of a Mole" contest. Using a mole (27 grams) of aluminum, participants create and decorate a stuffed mole (from a pattern). The students vote on their favorite moles while they munch on traditional mole foods such as worms (gummy worms), MOLEassess cookies, and marshMOLEow treats. The second competition is for the best poster drawing of a mole pun on any word: MOLE-ar bear, Michael MOLEton, MOLE-dy bread, Mr. MOLE-ton (school principal, Mr. Melton). Games, songs, readings, and other program activities excite students about a concept that is often difficult to grasp. Since the celebration occurs during the second month of school, the students retain their enthusiasm for science throughout the year and remember the "mole" concept.

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**THE MUSE-ECOLOGY HALL**

*Connie Young  
Lebman Middle School  
Canton City School District*

Intermediate Level  
**THE PROGRAM**

To reinforce concepts learned in an ecology unit, life science students designed exhibits on eight environmental issues: pollution, solid waste, acid rain, hole in the sky, greenhouse effect, recycling, source reduction, and waste-to-energy. Eight groups of three students each were formed. Each group devised an invention to solve a problem related to one of the eight environmental issues. Group members collected items and research materials for the exhibit. One member served as presenter and explained the purpose of the exhibit, how the invention was created, and how it worked to solve the group's environmental problem. After each presentation, students had an opportunity to tour the group's exhibit. This program helped prepare students for future science fair or Science Olympiad projects.

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**A MULTIMEDIA LAB FOR CHEMISTRY STUDENTS**

*Neil Parrot  
McKinley High School  
Canton City School District*

Secondary Level  
**THE PROGRAM**

This program exposes chemistry students to new technology by having the students themselves create, synthesize, and critique a multimedia chemistry lab. Working in small groups, students develop a goal statement for their labs. Next, each group videotapes a presentation about its lab, transfers the video footage from an 8mm tape to a video tape, and edits footage. Group members then develop a pre- and post-test for their presentation. In this cooperative learning project, students become proficient in using technology; orally describe and demonstrate a lab; and assess the attainment of pre-determined goals.

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**WEEKLY WONDER: USING DISCREPANT SCIENTIFIC EVENTS**

*Douglas Leonard  
Byrnedale Junior High School  
Toledo City School District*

Intermediate Level  
**THE PROGRAM**

In this program students engage in discrepant scientific activities (those contrary to what one might believe) to provide a "hook" for further scientific investigation and to address common scientific misconceptions. Students record observations, make inferences, complete a sequential diagram, and ask an investigative question to solve weekly problems. Activities such as making paper clips float, crushing a pop can by heating it and then thrusting it into cold water, driving a pencil through a Ziplock bag full of water (it does not leak), and observing Cartesian divers allow students to learn from events that seem to defy simple explanation. Group discussions promote greater understanding of vacuums, heat, expansion and contraction, and flames. Parental involvement is encouraged.

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**CHEMISTRY BLUES**

*Lynne Carnes  
McKinley High School  
Canton City School District*

Secondary Level  
**THE PROGRAM**

Chemistry Blues gives students the opportunity to create something artistic with "real" chemicals using the ancient blueprinting or "sunprint" process. First, students investigate the history and chemistry of blueprinting. Next, they experiment with different concentrations of solutions, various design techniques, and exposure times. Once the students have determined optimal conditions, they blueprint a piece of fabric. Students: (1) mix ferric ammonium citrate and potassium ferricyanide, (2) impregnate cotton fabric with the mixture, (3) place various objects on the fabric, and (4) expose the fabric to sunlight. As a result of this chemistry project, students develop an interest in applying chemistry to arts and crafts and develop a clearer understanding of complex ions and sunlight as an energy source for chemical reactions.

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## DEW-DROP INN

**Thomas Haren**  
**McKinley High School**  
**Canton City School District**

Secondary Level

### THE PROGRAM

McKinley High School biology students' curiosity and sense of adventure are heightened in this program. To begin the program, students learn about the importance of making accurate observations. Equipped only with 3" x 5" notecards and honey, students conduct an outdoor science experiment. Each student places one to two drops of honey on a notecard, places his/her card on the ground, observes the card, and records in detail what happens to the card. Students especially enjoyed observing the "visitors" to the "Dew-Drop Inn" (the card). Through observation, discussion, and sharing of data, students discover that science exists all around them if they will only take the time to notice.

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## PAINT ME A SUNDIAL

**Colin Maxwell**  
**Lincoln-West High School**  
**Cleveland City School District**

Secondary Level

### THE PROGRAM

In this program students designed and painted a functioning sundial on their school's parking lot. To begin the program, students researched latitude and longitude, solar time, and time zones so they could equate time in a meaningful way and understand various calculations. Next, they plotted the correct positions for the hour and date, created a scale model, tested it, made revisions, and produced a final scale of the sundial. The students enjoyed painting with different colors to signify times (Eastern Standard Time and Daylight Savings Time) and months as well as creating a narrative explaining how to use the sundial. This project allowed students to directly apply physics concepts in a meaningful way by creating a graphic demonstration of the earth's movements and the apparent motion of the sun on a daily basis and throughout the year.

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## INTERVIEW WITH AN INTEGUMENT

**Joanne Salay**  
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**Canton City School District**

Secondary Level

### THE PROGRAM

In this program anatomy and physiology students express their creativity by role playing a freelance reporter. The job of the reporter is to obtain "insider" information on the structure and function of the integument (the skin and necessary organs). This creative project incorporates two components: a written script of ten interview questions and a tape of an actual interview with the subject (the integument). One student may play both parts in the interview or may have a friend role play the integument. Students first research their "subject" to design insightful, probing questions and then conduct and tape an actual interview. Through the use of drama, creativity, and other special effects, students integrate and reinforce their knowledge of the integument.

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## SHOW ME BOARDS

**Christine Milcetic**  
**Firestone High School**  
**Akron City School District**

Secondary Level

### THE PROGRAM

"Show Me Boards" — write-on, dry-erase boards — are used to reinforce key concepts and help honors chemistry students review homework assignments. Each student is provided a 1' x 2' piece of write-on board. After introducing a concept in class, the students work one or two problems on their boards. Then working in groups, each member works individually on a problem and then shares his/her strategies and procedures with the other group members. Students are encouraged to help each other and work as a team. As a result of this program, students are more comfortable using problem-solving techniques and show improved test scores.

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## **STUDYING PHYSICS THROUGH ART: A COLLABORATIVE ENTERPRISE (SPACE)**

**Claudia Khourey-Bowers**  
**McKinley High School**  
**Canton City School District**

Secondary Level

### **THE PROGRAM**

The SPACE program utilizes the fundamental connections between physics, history, art, and music to deepen students' understanding of science. Three historical eras are featured: Medieval, Renaissance, and Modern. Students were posed the question: What do mosaics, Renaissance landscapes, and Picasso have in common with alchemy, the scientific method, and Einstein's Theory of Special Relativity? As a result of participating in SPACE activities (lectures, research, and hands-on projects), students realized that these expressions of artistic and scientific knowledge are connected by the concepts of time, space, and light. As a concluding activity, students designed a museum exhibit that portrayed the changing definition of these concepts throughout history.

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## SOCIAL STUDIES

### TITLE OF PROGRAM

#### Primary Level

A Fourth Grade View of Ohio  
 Egyptian Bookmarks  
 Flash Back to the Past  
 I Can Be Anything  
 Jewels of the Nile  
 Let the Ohio Games Begin  
 Lights, Camera, Action  
 My Family "His-Tree"  
 Nice to Meet You, Neighbor  
 Operation Kindness  
 P.T. 109  
 Postcard Geography  
 Scrap Maps  
 Step Through the Pages of History  
 The Game of Life  
 The Living Past: Exploring Ohio History

Think About It

#### Intermediate Level

American Travel and Tourism Road Atlas  
 Ancient Civilizations: A Study of Three Countries  
 Daddy's Girl is Somebody Too  
 Good Morning Vietnam  
 Label for Liberty  
 Our Day in Court  
 The VI O'Clock News  
 Why Know Latitude and Longitude?

#### Secondary Level

Community Close-Up: Learning Links to Life  
 Diversity: Our Common Heritage  
 That Was the Year That Was: A Cultural History  
 The Courage to Care

The Social and Political Scene in America  
 U.S. History: The Hispanic Contribution  
 Where to Go? What to Do?

### NAME

### PAGE NUMBER

|                                                                             |    |
|-----------------------------------------------------------------------------|----|
| Linda Simmons.....                                                          | 48 |
| Vimala Nagaraja .....                                                       | 48 |
| Thomas Postolka .....                                                       | 48 |
| Mary Jo Hoffman .....                                                       | 48 |
| Wanda Chambers .....                                                        | 49 |
| Becky Queen .....                                                           | 49 |
| Jeff Harsh .....                                                            | 49 |
| Teresa Blanken .....                                                        | 49 |
| Charlene Sigler .....                                                       | 50 |
| Carole Moyer .....                                                          | 50 |
| Kay Shrewsbury .....                                                        | 50 |
| Karen Rusnak .....                                                          | 50 |
| Carhe Ritz.....                                                             | 51 |
| Donna Johnson .....                                                         | 51 |
| Theresa Barbato .....                                                       |    |
| Rodney Conrad, Jean Hershberger, Mary Spino,<br>and Mary Beth Medford ..... | 51 |
| Dick Stegmiller .....                                                       | 51 |
| Peggy Mendelson .....                                                       | 52 |
| Lorraine Doner .....                                                        | 52 |
| Sheila Green .....                                                          | 52 |
| Michael Slane .....                                                         | 52 |
| Roberta Thompson .....                                                      | 53 |
| Lori Sutton .....                                                           | 53 |
| Debra Johnson .....                                                         | 53 |
| John Will .....                                                             | 53 |
| Brenda Neel .....                                                           | 54 |
| Barbara Davis .....                                                         | 54 |
| Marilyn Van Almen .....                                                     | 54 |
| Olivia Rusher, Helen Naujoks, Calvin Martin,<br>and Jo Ann Hardin .....     | 54 |
| Sylvia Gibson Bowers .....                                                  | 55 |
| Maria Agrelo-Gonzalez .....                                                 | 55 |
| Carol Steiner .....                                                         | 55 |

## A FOURTH GRADE VIEW OF OHIO

**Linda Simmons**  
*Hawkins Elementary School*  
*Toledo City School District*

Primary Level  
**THE PROGRAM**

Students enhanced their knowledge of Ohio by identifying points of interest in the Toledo area and exchanging information with students in other towns. Students discovered the sights and sounds of the Toledo area during family field trips to such attractions as the Toledo Museum of Art, the Toledo Zoo, the local transit authority, the University of Toledo, the Port Authority, and parents' businesses. Students shared their experiences with the class and displayed tourist pamphlets on an enlarged map of Ohio. During the second phase of the program, the students wrote letters to fourth-grade students in other towns. They sent the students pamphlets from the Toledo area and asked them to reciprocate in kind. The pamphlets received were added to the Ohio map (with each town clearly marked) and then made into a scrapbook.

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## FLASH BACK TO THE PAST

**Thomas Postolka**  
*Orchard School of Science Elementary School*  
*Cleveland City School District*

Primary Level  
**THE PROGRAM**

By creating autobiographies, students in this program increased their understanding of American and World History. To begin the program, students discussed historical timelines. After consulting with family members, students created timelines (in chronological order) of the 10 most notable events in their lives. Timeline events included births, deaths, trips, and school events. Next, the students reviewed old newspapers depicting historical events. They discussed the importance of select events and their effect on the world, the United States, and Cleveland. Each student then selected three newspaper events and included short summaries in their timelines explaining how each event affected their own life. For each timeline entry, the student wrote 3 sentences, 2 statements, and one personal insight question. Each entry was placed on a separate page. The students personalized the entries by adding drawings, photographs, and pictures.

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## EGYPTIAN BOOKMARKS

**Vimala Nagaraja**  
*Patterson/Kennedy Elementary School*  
*Dayton City School District*

Primary Level  
**THE PROGRAM**

In this program students learn about Egyptian history and culture by studying hieroglyphics and making bookmarks. The students first compared the ancient script of hieroglyphics to our modern alphabet. They learned how hieroglyphics influenced Egyptian art and the Coptic and Arabic languages. To demonstrate their knowledge, students made hieroglyphic bookmarks representing the school's "words of the week," such as pride, loyalty, fidelity, honesty, politeness, and responsibility. The class was divided into four cooperative groups, each responsible for producing a specific part of the bookmark. During a schoolwide Egyptian bazaar, students displayed their bookmarks along with other items including pins, buttons, jewelry, T-shirts, and "mummified carrots." The bookmarks were sold for 25 cents each.

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## I CAN BE ANYTHING

**Mary Jo Hoffman**  
*Fairlawn Elementary School*  
*Akron City School District*

Primary Level  
**THE PROGRAM**

Career exploration begins early for kindergarten students participating in this three-week unit. Program activities include learning about community workers of varied racial and ethnic backgrounds, reading books, participating in class discussions, role playing, and listening to speakers. Student-made books about community helpers included illustrations of the tools or materials various workers might use. The students role played careers using hand-made puppets, career hats, flannel-board figures, costume pieces, and Lego and Playmobile figures and vehicles. Parents and other community members visited the classroom and discussed their jobs, the equipment or materials they use, and their background and training. One especially interesting presentation was made by a mother who is a fire fighter.

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**JEWELS OF THE NILE****Wanda Chambers****Patterson/Kennedy Elementary School  
Dayton City School District**

Primary Level

**THE PROGRAM**

Jewels of the Nile increased students' awareness of the importance of jewelry in the lives of ancient Egyptians. The process of making jewelry allowed each student to "shine" in at least one area. First, students studied the location, customs, flag, people, and jewelry of Egypt. A lesson on patterning helped the students design jewelry on paper. Then students transformed their pattern designs into jewelry. Finally, students made posters to advertise their products, determined the price for each item, and sold their jewelry at an "Egyptian" bazaar held at their school.

*For further information, contact**Wanda Chambers**Patterson/Kennedy Elementary School**Dayton City School District**258 Wyoming Street**Dayton, Ohio 45409**Phone: (513) 222-8913***LIGHTS, CAMERA, ACTION****Jeff Harsh****Youtz Elementary School  
Canton City School District**

Primary Level

**THE PROGRAM**

In this program students write historical scripts and make presentations related to events or topics studied during the year. Working in groups of three, students choose an event or topic and write a script that includes at least five historically accurate facts. After designing a set, the students either draw the set on the chalkboard or construct it using readily-available materials. The students also create authentic costumes. After rehearsing their parts, the students are videotaped making their presentations. For example, one year, students produced a video on the life of Dr. Martin Luther King. The video gave information about King's childhood, college studies, assassination, "I Have a Dream" speech, winning the Nobel Peace prize, and the Montgomery bus boycott.

*For further information, contact**Jeff Harsh**Youtz Elementary School**Canton City School District**1901 Midway NE**Canton, Ohio 44705**Phone: (216) 452-7601***LET THE OHIO GAMES BEGIN****Becky Queen****Erie Island Elementary School  
Akron City School District**

Primary Level

**THE PROGRAM**

Students prepared for the Fourth-Grade Proficiency Test by creating board games; listening to guest speakers; completing written, oral, and videotaped reports; and taking evaluative tests. After brainstorming several ideas, students decided to produce games that incorporated information about Ohio. Students presented their games to the class. The presentations were videotaped and shared with the students' families. The opportunity to research information, make a presentation, and play the games motivated the students to learn social studies facts and concepts in a fun and meaningful way. An Olympic-type game day may also be incorporated into the program.

*For further information, contact**Becky Queen**Erie Island Elementary School**Akron City School District**1532 Peckham Avenue**Akron, Ohio 44320**Phone: (216) 836-6196***MY FAMILY "HIS-TREE"****Teresa Blanken****Eastmont Park Elementary School  
Dayton City School District**

Primary Level

**THE PROGRAM**

This program helps students learn about their family heritage. A "branch topper" resembling a tree was attached to a learning center table. Leaves, one containing each student's picture and name, were laminated and attached to the branches. Each student interviewed a relative (by phone, mail, or in person) using questions from an interview sheet. Completed student projects included written narratives of interviews; 18" x 11" posters displaying students' family trees; student-designed family emblems (later transposed onto T-shirts and painter's caps); family photo albums displaying events such as weddings, reunions, or holidays; maps showing where family members live; and a videotape of students, dressed in their decorated shirts and caps, reading their narratives.

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**NICE TO MEET YOU, NEIGHBOR**

**Charlene Sigler**  
**Worley Elementary School**  
**Canton City School District**

Primary Level

**THE PROGRAM**

In this program students transform their classroom into Ohio and its five neighboring states: Pennsylvania, West Virginia, Kentucky, Indiana, and Michigan. To begin the program, students are divided into six "pods." Each pod represents one of the six states and is responsible for researching its state and presenting its findings. The pods are arranged within the classroom to approximate the states true physical relationship to one another. Students research and prepare the following: timelines; state capitals and state flags; biographies of famous people; pictographs representing population; charts and other visual aids representing natural resources; and Venn diagrams illustrating states' similarities and differences. Students also create travel brochures and postcards to mail to classmates in "neighboring" states.

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**P.T. 109**

**Kay Shrewsbury**  
**Hawkins Elementary School**  
**Toledo City School District**

Primary Level

**THE PROGRAM**

This program combines the study of public service careers with the study of public transportation. Since most participating students and their parents have never used public transit, P.T. 109 helps students realize that car travel is not the only mode of transportation. A bus driver from the Toledo Area Regional Transit Authority talked with the students about how to board a bus, pay fare, and request to stop. The students went on monthly excursions, such as walking to a nearby bus stop. They also rode the bus to various places including a fire station, a hospital, an art museum, and a public library. After each trip, the students listed all the jobs they observed people doing and created a "job" mural. The final project involved creating a book entitled *I Want to Be*. The book included a page from each child about what career he or she wanted to pursue as an adult.

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**OPERATION KINDNESS**

**Carole Moyer**  
**Salem Elementary School**  
**Columbus City School District**

Primary Level

**THE PROGRAM**

This yearlong program focuses on increasing students' self-esteem and respect for others. Students learned the importance of respecting and appreciating all people regardless of ethnicity, gender, or age. Operation Kindness incorporates two levels: (1) recognizing kindness and compassion extended by others; and (2) extending kindness to others. In level 1, individuals from the school and community are invited to read to the students and/or share their occupations or experiences. In level 2, students are encouraged to perform random acts of kindness for their classmates, others at school, family members, and community members. The students made donations to Toys for Tots, raised money for the March of Dimes, and established partnerships with a retirement home and a class of students attending the Ohio School for the Deaf.

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**POSTCARD GEOGRAPHY**

**Karen Rusnak**  
**Bettes Elementary School**  
**Akron City School District**

Primary Level

**THE PROGRAM**

Requesting picture postcards of landmarks throughout the United States proved to be an exciting way for first-grade students to learn geography. Each student wrote letters to at least two out-of-state relatives or tourist agencies explaining the Postcard Geography program and requesting a picture postcard of a landmark from that region. As postcards were received, the student whose letter prompted the card shared information from the postcard with the class. He or she told about the landmark, the state in which it is located, and who sent the card. The student then pinned the card to the appropriate state on a large classroom map of the United States.

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**SCRAP MAPS****Catbe Ritz****Buckeye-Woodland Elementary School  
Cleveland City School District**

Primary Level

**THE PROGRAM**

Students in this program learn about maps and map keys as they make their own "scrap maps." To create a map key, students first made a list of common classroom items, such as desks and chairs. They then color-coded the list by pasting a small rectangle-shaped scrap piece of colored construction paper next to each item on the list. For example, students' desks were coded red; chairs, green; tables, pink; and chalkboards, purple. The teacher then explained to students how to use a map key to make their own color-coded maps of the classroom. Each student was given colored construction paper, scissors, glue, pencils and paper to create a map key from which he/she could make a map of the classroom. For homework, students worked with other siblings or their parents to create "scrap" maps of their bedrooms.

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**THE GAME OF LIFE****Theresa Barbato****Gibbs Elementary School  
Canton City School District**

Primary Level

**THE PROGRAM**

Current statistics and news about violence and crime often present a bleak view of our world. This program teaches children ways to become more responsible and what they can do to reduce the amount of future violence and crime. To begin the program, students listen to statistics related to violence and crime and review articles contained in a local newspaper. Following a class discussion, students select an article which deals with violence and crime, and discuss the statement, "This could never happen to me... Why?" The students then write an essay which includes their reactions to the article, why the event(s) will not happen to them, and what they can do to prevent or reduce such occurrences. As a class, students discuss their own career plans as well as why some people become involved in crime and violence. Finally, the class brainstorms the pros and cons of choosing a crime-related career and the long range consequences of such a choice.

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**STEP THROUGH THE PAGES  
OF HISTORY****Donna Johnson****Webster Elementary School  
Dayton City School District**

Primary Level

**THE PROGRAM**

People and periods from the past come to life in this program. After reading *Dinner at Aunt Connie's House*, each student researched an influential African-American and created costumes or symbols related to that person. Wearing period dress, each student educated classmates about his/her noted person and how that person influenced the nation. The class then developed a living narrative based on the book *Dinner at Aunt Connie's House*. As students enacted the script, they truly experienced the heartaches, struggles, and triumphs which took place in history. This program provided an opportunity for students to explore such concepts as freedom, peace, civil rights, discrimination, justice, and fairness and express their thoughts by writing poetry.

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**THE LIVING PAST:  
EXPLORING OHIO HISTORY**

**Rodney Conrad, Jean Hersbberger,  
Mary Spino, and Mary Beth Medford  
Youtz Elementary School  
Cedar Elementary School  
Canton City School District**

Primary Level

**THE PROGRAM**

The Living Past: Exploring Ohio History "transports" students back to the eighteenth century. Participating classrooms at two Canton elementary schools are set up to resemble an eighteenth century classroom — boys on one side, girls on the other. The few ornaments in the room include a colonial flag, a dunce cap, and a teacher-made alphabet. Boys punch tins for candle decorations while girls practice quilt-making. The students use hornbooks, homemade chalkboards, and quill pens; read colonial literature; write letters to one another, and visit each other's school building to share colonial and present day experiences. Finally, students travel to Zoar village, an authentic eighteenth-century communal village, and to Schoenbrunn Village in New Philadelphia to once again experience life in the eighteenth century.

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*Mary Beth Medford  
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**THINK ABOUT IT**

**Dick Stegmiller**  
*Salem Elementary School*  
*Columbus City School District*

Primary Level

**THE PROGRAM**

This program helps students understand the need for rules and the resulting consequences of not following rules in the school community. In the program, groups of fourth- and fifth-grade students collaboratively produced a weekly news video program. Each group of students chose a rule and brainstormed possible consequences if the rule is not followed. Next, students decided how to dramatize their ideas on videotape. After finalizing their scripts and practicing their dramatization, final products were recorded. Since the entire school watched and discussed each videotape, all students increased their awareness of the need for and importance of rules to facilitate a positive school climate.

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## **ANCIENT CIVILIZATIONS: A STUDY OF THREE COUNTRIES**

**Lorraine Doner**  
*Jones Junior High School*  
*Toledo City School District*

Intermediate Level

**THE PROGRAM**

The ancient civilizations of Egypt, Greece, and Rome are studied in this program. Class texts were supplemented with three books, *Ancient Greece*, *Ancient Rome*, and *Ancient Egypt*. This last book discusses the history and geography of Egypt, myths of the region, and Egyptian culture. *The Voyage of Osiris* by Gerald McDermott introduced students to the Greek myth of Osiris and Isis. Students wrote their own story about Horus and his adventure with Seth. To learn about ancient Rome, the students read *The Twelve Labors of Hercules* and wrote an additional labor for Hercules. In their study of ancient Greece, students read the myth of *Theseus and the Minotaur* and pretended they were a god writing to another god. As a culminating activity, the students took a trip to the Toledo Museum of Art's "Ancient Art Gallery." While at the museum, the students took special notice of how Hercules was depicted on vases, statues, coins, and tapestries.

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## **AMERICAN TRAVEL AND TOURISM ROAD ATLAS**

**Peggy Mendelson**  
*Stephen E. Howe Elementary School*  
*Cleveland City School District*

Intermediate Level

**THE PROGRAM**

To stimulate interest in geography and history, a split fifth/sixth-grade class created and assembled a 50-page, poster-board-size state atlas for the classroom. Students utilized textbooks, trade books, magazines, travel brochures, and interactive games to learn about maps, directions, and geographical terms. The program's culminating product was a classroom atlas modeled after those in American Automobile Association (AAA) tour books. Each student was responsible for researching two states and creating two pages of the atlas. The final classroom atlas included state maps, written travel and historical features, and samples of student-designed state vanity license plates and travel postcards.

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**DADDY'S GIRL IS SOMEBODY TOO**

**Sheila Green**  
*Hill Elementary School*  
*Akron City School District*

Intermediate Level

**THE PROGRAM**

Various career options for women, especially in the areas of mathematics and science, are introduced to students in this program. To begin the program, various photo displays of influential women with accompanying biographies are placed around the room. Students then graph the professions of their grandmothers and mothers to show the change over time in women's career choices. They also listen to community members share their cultural backgrounds and professions. For the next phase of the program, each student chooses a profession in which he/she is interested. The students utilize resources such as biographies of Civil War heroines, books about Native Americans, multicultural biographies, and biographies of women in the fields of mathematics, science, and health to write about their chosen professions. Computer games incorporating women in history reinforce classroom activities.

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## GOOD MORNING VIETNAM

**Michael Slane**  
Byrnedale Junior High School  
Toledo City School District

Intermediate Level

### THE PROGRAM

This simulated Vietnam War draft lottery helped students understand the conflict between pro-war and anti-war factions and the effects of war on society. Prior to the simulation, the students interviewed adults to gain an understanding of the anti-war sentiment of some Americans. A discussion was held regarding the need for a wartime draft, the draft process, enlistment procedures, draft dodgers, and amnesty. Male students kept a three-day diary describing their feelings about the simulation while female students completed "Western Union Telegram" forms (addressed to the President) expressing their views about the war. Male students' birthdays were recorded and the days of the year were placed in a jar and drawn one at a time. A master list was displayed showing students in all six draft classifications along with their lottery numbers indicating their likelihood to be "called to duty." Official-looking draft notices were sent to each male student. On day three, all draftees were given "casualty notices" and students discussed the fact that all members of society are affected by war.

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## OUR DAY IN COURT

**Lori Sutton**  
Leawood Elementary School  
Columbus City School District

Intermediate Level

### THE PROGRAM

A field trip, speakers, and mock trials were used in this program to give students a first-hand view of the justice system and help prepare them for proficiency testing. To begin the program, students studied the Constitution of the United States and the executive, legislative, and judicial branches of government. Next, they reviewed judicial terms and concepts and researched both an historical and a local court case. Students reviewed and discussed literature and films about the legal system, wrote in journals, and visited a local court where they witnessed "real life" court proceedings. After discussing their "day in court," students worked in groups to create a court case. They wrote their own scripts, chose parts, and presented mock court cases to other students and special guests.

For further information, contact  
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Columbus City School District  
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## LABEL FOR LIBERTY

**Roberta Thompson**  
Crenshaw Middle School  
Canton City School District

Intermediate Level

### THE PROGRAM

This classroom reward program encourages positive behavior, reinforces map skills, and enables students to work toward a common goal. To begin the program, discussions are held in each of five sixth-grade classes regarding classroom rules, the importance of recognizing appropriate actions, and ways in which society recognizes positive behavior. A consolidated classroom management plan that focuses on rewarding positive behavior is then developed. Each class that demonstrates appropriate on-task behavior receives points. Points are documented on a large display map of the United States by labeling states (50 points) and capitals (50 points) for a total of 100 points. Before the end of each day, the classes discuss their behavior and decide whether or not they should be awarded points. Students can exchange awarded points for free time, class discussion time, reduced homework, and/or a free period at the library.

For further information, contact  
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## THE VI O'CLOCK NEWS

**Debra Johnson**  
Beverly Elementary School  
Toledo City School District

Intermediate Level

### THE PROGRAM

Sixth-grade students in this program studied ancient Rome and produced their own version of an evening news broadcast from the year A. D. 47. Six groups of four students were randomly assigned the following topics: Roman food, Roman clothing, the coliseum, chariot racing, gladiators, and the eruption of Mt. Vesuvius. Each group researched its topic and then wrote scripts for an interview (using at least two interviewees) concentrating on "who, what, where, when, why, and how." Each group submitted a rough draft, revised it, and produced a final copy. The culminating activity was a "Roman Day" in which students dressed in Roman costumes, participated in a Roman feast, and watched their videotaped news interviews.

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## WHY KNOW LATITUDE AND LONGITUDE?

**John Will**  
Byrnedale Junior High School  
Toledo City School District

Intermediate Level  
**THE PROGRAM**

In this program students learn the importance of latitude and longitude as they solve the mystery, "Where is the dot?" First, students receive a plain piece of paper containing a dot and are asked to describe the dot's location. Students then fold the paper three times each way so that the paper is folded into 64 squares. Students label both the center vertical fold line and horizontal fold line "0" (zero). To the left and right of the "0" they label the vertical lines 10, 20, 30. Likewise, to the top and bottom of the "0" they label the horizontal lines 10, 20, and 30. After adding east and west to the vertical folds and north and south to the horizontal folds students realize they have created latitude and longitude lines on a map! A world map is then distributed showing how the system is applied to earth.

For further information, contact  
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## DIVERSITY: OUR COMMON HERITAGE

**Barbara Davis**  
Colonel White High School  
Dayton City School District

Secondary Level  
**THE PROGRAM**

Student Action Committee and English as a Second Language (ESL) students developed this project to help students and staff appreciate the cultures of non-native students and increase the self-esteem and sense of belonging of those students. For a period of one week, teachers incorporated multicultural themes in their lessons. International music was played between class periods, flags from various nations were displayed, and classroom doors were decorated. ESL students shared information about their native countries and their experiences in America. Students completed a pre- and post-project survey to measure their knowledge and views about international government, geography, and social customs. The follow-up survey showed positive results! The culminating activity involved an International Fair at which maps, artifacts, native dress, and native cuisine were displayed. Fair visitors were entertained by the music and dances of various cultures.

For further information, contact  
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Colonel White High School  
Dayton City School District  
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## COMMUNITY CLOSE-UP: LEARNING LINKS TO LIFE

**Brenda Neel**  
McKinley High School  
Canton City School District

Secondary Level  
**THE PROGRAM**

Community Close-Up encourages students to actively participate in their community by identifying a community problem, exploring its origins, developing viable solutions, and presenting findings. To begin this six-week program, students identified various problems in their high school, county, and city. They then divided into small groups. Each group chose a problem, set schedules for group work, and decided individual responsibilities (research, interviews, production, etc.) Students also developed an evaluation tool for measuring their performance. During week six, each group made a 20-minute presentation which included a video segment. Presentation topics included discipline policies in other county high schools; the financial, aesthetic, and health concerns of the school stadium's artificial turf; and the lack of community facilities (recreational/social) for area teens.

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## THAT WAS THE YEAR THAT WAS: A CULTURAL HISTORY

**Marilyn Van Almen**  
McKinley High School  
Canton City School District

Secondary Level  
**THE PROGRAM**

In this program students created posters depicting the year they were born to help them understand the link between the past and the present. The project began with a discussion of American immigration from 1880 through 1920 including ethnic cultures, the development of technology, and social mores. Next, the students examined how the history and events of that period directly affected the students' own lives and culture. To compile information for "their birth year" (1976-78), students used library references, reviewed periodicals, obtained personal photographs, and conducted interviews. The students researched topics such as journalism, politics, sports, society, television, and other entertainment. They searched for pictures or created captions to represent the most important elements related to each topic. Each student's poster included a picture of himself/herself, personal statistics, and quotes from interviews.

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## THE COURAGE TO CARE

**Olivia Rusber, Helen Naujoks  
Calvin Martin, and Jo Ann Hardin**  
*Health Careers Center  
Cleveland City School District*

Secondary Level

### THE PROGRAM

A team comprised of high school teachers and a media specialist developed this unit on the Holocaust. To begin the program, students were divided into 12 investigative teams. After being assigned a country in Nazi-occupied Europe, each team developed a report on the treatment and fate of its assigned country's Jewish citizens. The reports, accompanied by maps, drawings, and simulated interviews, were presented to other students. Each student also researched and role played someone who had rescued victims of the Holocaust. The "rescuers" were interviewed by other students. A discussion was then held regarding alternative ways to deal with bigotry, violence, and hatred in today's society. Other program activities included reading historical literature, viewing videos, reading autobiographies of Holocaust survivors, and studying the mental and physical effects of being held prisoner in a concentration camp.

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## U.S. HISTORY: THE HISPANIC CONTRIBUTION

**Maria Agrelo-Gonzalez**  
*Walnut Ridge High School  
Columbus City School District*

Secondary Level

### THE PROGRAM

In this program Spanish I and III students study United States' history from a Hispanic point of view. Spanish I students study a map of the United States and its symbols (representing the Spanish meanings), learn how the Southwest became part of the United States, and create a historical timeline spanning from the era of Native Americans to current immigrants. Spanish III students engage in similar activities as well as research Native American groups before colonization. They plant a Native American "garden" (using pictures) on a bulletin board. Both classes of students research the contributions of Native Americans and Africans, eat Mexican food, listen to charro music, and create a mural reflecting their newly-acquired knowledge.

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## THE SOCIAL AND POLITICAL SCENE IN AMERICA

**Sylvia Gibson Bowers**  
*Centennial High School  
Columbus City School District*

Secondary Level

### THE PROGRAM

In this program, visual arts and history are integrated to reinforce and clarify students' knowledge. Students are encouraged to find correlations between social and political events in the United States and the impact of those events on art production during the nineteenth and twentieth centuries. Students review political cartoons related to the conflict surrounding immigration and racism; research artists as social activists (1960-1980); and study American paintings that reflect on World War I, isolationism, and the Depression. This program addresses a variety of learning styles and promotes higher level thinking.

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## WHERE TO GO? WHAT TO DO?

**Carol Steiner**  
*Buchtel High School  
Akron City School District*

Secondary Level

### THE PROGRAM

Ninth-grade students in this program choose a vacation spot in the United States and plan a vacation "package" using American Automobile Association maps and travel guides. A completed vacation "package" includes information about the destination, a packing list, the destination's average temperature, the method of travel (car, train, or plane), travel time, a list of expenses, and a description of the proposed attractions. Students also find average daily temperatures, list attractions, calculate trip mileage, and determine expenses for food, lodging, and transportation. This program enhances students' reading, writing, and math skills.

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## SPECIAL EDUCATION

### TITLE OF PROGRAM

#### Primary Level

Activities + Student Photos = Attention. Language, Learning  
Creations for Me  
Fantasy Football  
From Junk to Jewels  
Fun, Learning, and Growth (FLAG)

If You Snooze You Miss the News  
Learning Side by Side

Let's Bowl  
Peaceful Peacemakers  
Riding Into History, Yahoo!

#### Intermediate Level

Bookstore Math  
Breaking Language and Social Barriers Through Photography  
Eden: Our Knowledge Is Growing  
Gone But Not Forgotten  
Making Water Lenses  
Roll to Bowl  
The Giving Me  
Yes You Can, Without College

#### Secondary Level

Life After School, There's More Than Work  
Literary Comprehension and Exploration Through Magazines  
Look and Cook  
Raffling Letters  
Touching the Sky  
What's Cooking? The Total Picture!  
Writing Checks for Your Education  
Yardstick for Birds

### NAME

### PAGE NUMBER

Cheryl Ganch ..... 58  
Vicki Yoho ..... 58  
Shelley Siano ..... 58  
Marianne James ..... 58  
Nan Crawford, Ann-Marie Small, Joan Starr  
and Judithann Whelley ..... 59  
Paula Keegan ..... 59  
Anne Griffith, Dianne Prentice, and  
Patricia Tyson ..... 59  
Monica Berntinger ..... 59  
Christine Wnoroski and Lisa Somogyi ..... 60  
Janet Schroeder ..... 60

Melody Fawcett-Leach ..... 60  
Nancy Levin ..... 60  
Beth Kasper ..... 61  
Patricia Alexander ..... 61  
William Foreman ..... 61  
Diane Mitchell and Paula Nienhuis ..... 61  
Carol Linden ..... 62  
Cynthia Jones ..... 62

Kelli Ernst and Terran Harrison ..... 62  
Willia Nwa ..... 62  
Kathy Elifritz ..... 63  
Jamie Stevens ..... 63  
Joni Norris ..... 63  
Kay Kuhns and Margaret Weber ..... 63  
Devona George ..... 64  
Joyce Siembieda ..... 64

## ACTIVITIES + STUDENT PHOTOS = ATTENTION, LANGUAGE, LEARNING

**Cheryl Ganch**  
Valley Forge Elementary School  
Columbus City School District

Primary Level  
**THE PROGRAM**

Throughout the school year, numerous photographs of students in this program are taken to capture their energy, motivation, enthusiasm, and achievements. The pictures are used in a variety of ways in the classroom. For example, each morning the students "check in" to the classroom. At a "check-in" chart, each student finds a 3" x 5" index card with his/her photo on it. The student takes the card and places it in a small envelope labeled with his/her name. When the students leave, they take their card out of the envelope to "check out." Student pictures are also used to designate classroom seating arrangements. After reading *Brown Bear, Brown Bear, What Do You See?*, the students use their own photographs to make books about themselves. And finally, a photo album, comprised of group and individual pictures, is created to serve as a pictorial record of students' experiences, learning, and achievement.

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## FANTASY FOOTBALL

**Shelley Siano**  
Mound Elementary School  
Cleveland City School District

Primary Level  
**THE PROGRAM**

In this program developmentally handicapped students used actual football statistics to reinforce math, science, language arts, and social studies skills. Each student randomly selected a National Football League team to research. Each week, he/she read the team's statistics (box scores) in the newspaper and graphed the total yardage of that team's quarterback and running back. Math skills were used to compute and compare additional statistics, such as total team yardage. The students wrote team cheers, created team logos, and composed team songs. Students also researched the history, geography, and climate of the cities in which their teams were located. The book, *Touchdown for Tommy* by Matt Christopher, reinforced reading skills and vocabulary. As a culminating activity, the students practiced football skills such as tossing, catching, and kicking a football.

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## CREATIONS FOR ME

**Vicki Yobo**  
Lathrop Elementary School  
Canton City School District

Primary Level  
**THE PROGRAM**

In this program multihandicapped students design and make sculptures related to monthly themes. The students create their sculptures out of cardboard boxes, milk cartons, lamp shades, cereal, dog bones, wire, feathers, bells, and other "everyday" items. For Halloween, the students created a scary pumpkin house, wrote a story about the house, made paper bag costumes, and performed the story for another class. The students transformed a cardboard Thanksgiving totem pole into a Christmas sculpture. After seeing the play "Peter and the Wolf," each child made a unique abstract sculpture using items such as paper rolls, streamers, rope, and pipe cleaners. As a culminating activity, the students re-enacted the story.

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## FROM JUNK TO JEWELS

**Marianne James**  
Alexander Graham Bell Elementary School  
Cleveland City School District

Primary Level  
**THE PROGRAM**

Students in this program use everyday objects to turn "junk" into "jewels." The students created two- and three-dimensional art projects using materials such as string, buttons, paper clips, rubber bands, coins, pipe cleaners, wallpaper, potatoes, apples, yarn, lace, felt, and paint. For the "My Classroom Tools" activity, students created art from materials found in the classroom. In science, the students learned about color by mixing primary colors together to create new colors. In language arts, the students enhanced their classification skills by locating and discussing the appropriateness of items for each project. In mathematics, the students practiced counting and money skills. Completed art projects were titled, framed, and then displayed at a local community arts festival.

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## **FUN, LEARNING, AND GROWTH (FLAG)**

*Nan Crawford, Ann-Marie Small  
Joan Starr, and Judithann Whelley  
Patterson/Kennedy Elementary School  
Dayton City School District*

Primary Level

### **THE PROGRAM**

Fun, Learning, and Growth (FLAG) is an eight-month project in which multihandicapped and developmentally handicapped students create their own quilts. The students studied the flag, geography, and culture of one country each month. Each student made one quilt square of each country's flag utilizing applique, fabric paint, markers, stenciling, and silk screening. When assembled, each quilt consisted of nine squares, eight representing the countries studied and one representing the school logo. As a culminating activity, the students held an "exhibition" party to display their quilts. This project incorporates mathematics, reading, language arts, social studies, and daily living skills.

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## **LEARNING SIDE BY SIDE**

*Anne Griffith, Dianne Prentice  
and Patricia Tyson  
Hill Elementary School  
Akron City School District*

Primary Level

### **THE PROGRAM**

Learning Side by Side provides regular first- and fourth-grade classroom students the opportunity to work with children who have special needs. The program increases the self-esteem and academic achievement of all learners and enables the teachers to more closely observe students' behaviors and learning styles. Each first-grade student is paired with a pre-kindergarten developmentally handicapped student to model appropriate social behavior, listening skills, and academic skills. Each fourth-grade student is paired with a pre-kindergarten or first-grade student. The fourth graders must plan lessons related to what their partner students are studying in the classroom. For example, for a sign language unit, the students learned the finger alphabet and animal signs. They also made animal and alphabet booklets, spelled animal names, sang animal songs, and acted out animal movements.

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and Patricia Tyson  
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## **IF YOU SNOOZE YOU MISS THE NEWS**

*Paula Keegan  
Belle Stone Elementary School  
Canton City School District*

Primary Level

### **THE PROGRAM**

Developmentally handicapped students in this program used the daily newspaper to strengthen their reading skills and increase their understanding of world events, sports, and geography. The program also promoted parental involvement. Four times each week, students took home 10 questions whose answers could be found in the *Canton Repository* newspaper. The questions related to current events, sports, weather, comics, and other topics. The morning after a set of questions was returned, the students discussed their answers. The students also used the newspaper's daily weather report to create a weather graph. Follow-up activities included writing to a personality and/or organization studied in the newspaper requesting additional information.

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## **LET'S BOWL**

*Monica Bettinger  
Allen Elementary School  
Canton City School District*

Primary Level

### **THE PROGRAM**

In this program developmentally handicapped students explore the scientific aspects of bowling. On day 1, a bowling alley was set up in the classroom using a playground ball and ten two-liter bottles. Students took turns bowling. They also learned bowling-related vocabulary and listed the items needed to bowl. On day 2, each bowling item was discussed and examined. Points of significance were noted. On days 3-5, students again took turns bowling. They experimented with different surfaces, noted how the various surfaces affected speed (using a stop watch), and graphed the results. On days 6-7, students were guided into developing a hypothesis about the relationship between the speed and force of the bowling ball and the number of pins knocked down. Mass was explored by having students roll a marble, tennis ball, and bowling ball at the pins. On day 8, students reviewed the unit's scientific concepts and vocabulary. On day 9, the class took a field trip to a bowling alley.

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**PEACEFUL PEACEMAKERS**

**Christine Wnoroski and Lisa Somogyi**  
**Robinson Elementary School**  
**Akron City School District**

Primary Level

**THE PROGRAM**

Peace Week activities at Robinson Elementary School focused on school safety and non-violent strategies students can use to solve their differences. The project integrates language arts, social studies, music, and art. After students read the book *The Land of Many Colors*, they discussed how to recognize individual differences and similarities, work cooperatively, and communicate effectively. Program activities included implementing a "kindness" day, writing in journals, drawing peace posters, researching peace makers in history, and awarding a "Nobel Peace Prize" to students demonstrating peaceful actions. At "peace" learning stations, students made peace bookmarks, created a peace collage, made a peace snack (while listening to a peace-related song or story), and designed a peace pole containing peace symbols, phrases, and words from different languages.

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**BOOKSTORE MATH**

**Melody Fawcett-Leech**  
**Franklin D. Roosevelt Middle School**  
**Cleveland City School District**

Intermediate Level

**THE PROGRAM**

Bookstore Math enhances students' mathematics skills. To begin the program, students visit the school bookstore and cafeteria to survey and list the cost of various items. Students are provided two folders: one for activities related to school supplies and the other for activities related to food items. One program activity involved developing a menu. After deciding on the menu items, students taped a drawing, photo, or wrapper of each item on the inside of their "food item" folder. Next to each item, students listed the item's name and cost. Additional program activities included solving story problems, identifying the amount of money needed to purchase an item(s), identifying the "change" due after purchasing an item, and counting money. This program increased students' confidence and accuracy in making purchases in the school bookstore and cafeteria.

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**RIDING INTO HISTORY, YAHOO!**

**Janet Schroeder**  
**Oakdale Elementary School**  
**Toledo City School District**

Primary Level

**THE PROGRAM**

Acting out historical events helped learning come alive for hearing impaired students in this program. To learn about pioneer life, the students drew a nineteenth-century village which included a general store, a blacksmith shop, and a one-room schoolhouse. The students then constructed a horse by cutting a hole in the bottom of a cardboard box and adding handles to the sides. Students enjoyed "riding" the cardboard horse around the pioneer village. As the students visited different places, they were asked questions such as "What items were for sale at the general store?" or "If my horse is limping, where should I take him to find out what is wrong?" If the students answered correctly, they took another "ride" around the room, joyfully saying "yahoo!" as they rode into history.

For further information, contact  
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**BREAKING LANGUAGE AND SOCIAL BARRIERS THROUGH PHOTOGRAPHY**

**Nancy Levin**  
**Harry E. Davis Middle School**  
**Cleveland City School District**

Intermediate Level

**THE PROGRAM**

In this program multihandicapped/autistic (MH) students and regular education students worked cooperatively to complete three photography assignments. First, the regular education students learned how to correctly use a Polaroid camera and a 35mm camera. They then showed the MH students how to use the cameras. Together, the students completed three major projects: (1) a photographic introduction to the school, developed especially for new students; (2) a photographic story about a community experience, and (3) a photographic story about the school's photography and peer tutoring programs. All projects required students to complete a photo album containing written captions and an audiotape.

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**EDEN: OUR KNOWLEDGE IS GROWING**

**Beth Kasper**  
**Riedinger Middle School**  
**Akron City School District**

Intermediate Level

**THE PROGRAM**

In this program, flowers, vegetables, herbs, and house plants are grown from seeds, bulbs, and cuttings in a portable greenhouse. Fifteen multihandicapped students, many from the inner city, become horticulturists as they learn how plant life begins, is nurtured, and grows. Students observe, measure, and chart the parts, colors, uses, and growth patterns of plants. During the school's spring plant sale, students learn to make change and budget earnings. After receiving training in the use of materials and the care and handling of the plants, the students water, transplant, fertilize, and weed the plants as needed. Throughout the growing season, students are tested on various concepts and vocabulary words. The students' favorite part of the program is taste-testing the "fruits" of their labor!

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**MAKING WATER LENSES**

**William Foreman**  
**Nettie Lee Roth Junior High School**  
**Dayton City School District**

Intermediate Level

**THE PROGRAM**

This program enhances students' knowledge about lenses, mirrors, and optical illusions. Participating students made "free" lenses using cardboard, plastic bags, and water. One activity involved using a cardboard box, a dry cleaning bag, and three cups of water to create a large water lens 18" in diameter. The students altered the box by cutting an 18-inch diameter circle in the top, cutting off the bottom, and making arches on two sides. These alterations enabled students to lie on the floor under the lens and look up to view objects. Duct tape was used to tape a plastic dry cleaning bag over the circle hole. Water was poured into the cavity which stretched the plastic into a concave shape. Students noticed how images changed when they moved their head closer or farther from the lens, or when they distorted the lens with their hands. The students also filled Ziplock bags with varying amounts of water and viewed objects and each other through them. Finally, students placed a mirror into a pan of water and observed a "rainbow" on the wall.

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**GONE BUT NOT FORGOTTEN**

**Patricia Alexander**  
**North Junior High School**  
**Youngstown City School District**

Intermediate Level

**THE PROGRAM**

Eighth-grade learning disabled students recognize and celebrate the many contributions of famous historic Black Americans. Students view portraits of Black Americans who excelled in such areas as law, art, music, sports, and education. A brief description of each person is provided to stimulate students' interest in learning more about the historical figures. Each student then chooses one person to research, writes a brief biography of the chosen person, creates a "Historic Black American Facts" book, and makes bookmarks containing famous quotes. A "talk show" is produced in which students, dressed in costume, role play their chosen characters. The students then induct the historic Americans into the "Historic Black American Hall of Fame." Throughout this program, music, paintings, books, videos, artwork (murals), and other artifacts related to Black culture are displayed in the classroom.

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**ROLL TO BOWL**

**Diane Mitchell and Paula Nienblus**  
**Riedinger Middle School**  
**Akron City School District**

Intermediate Level

**THE PROGRAM**

As part of a work-study curriculum, orthopedically handicapped students earn money by rolling labels around industrial marking crayons for Akron Paint and Varnish Company. The school district's vocational education coordinator delivers boxes of blank crayons and rolls of preprinted labels to the classroom. For forty minutes each day, students roll labels onto the blank crayons, divide the crayons into sets of 72 (per box), and package the labeled crayons. The packed crayons are then delivered to the company for payment. Students receive "paychecks" based on \$.40 for each box of crayons packaged. The students decided to use their earnings for a field trip to a bowling center. They completed withdrawal slips to withdraw money from their "savings accounts" to pay for the activity. This program enables students to earn income, build self-esteem, and engage in a fun, social activity.

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## THE GIVING ME

*Carol Linden*

*Hayes Upper Junior High School  
Youngstown City School District*

Intermediate Level

### THE PROGRAM

In this program seventh- and eighth-grade multihandicapped/severe communication disorder students learn life skills such as shopping, cooking, and using public transportation. Students made and distributed small gifts to the staff for holidays or special occasions. The students have planned and hosted a haunted classroom, a Christmas Tea, and a Green Buffet for St. Patrick's Day; made bookmarks for Martin Luther King Day, given Easter candy, and created paper flowers for Teacher Appreciation Day. For the Christmas Tea, students designed and sent invitations, compiled a shopping list, and rode the city buses to purchase needed items. They baked cookies, prepared punch, decorated the classroom, and greeted and interacted with staff. This program not only boosts students' self-esteem by teaching them how to give to others, it also boosts teacher morale and helps unite the local school community.

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## LIFE AFTER SCHOOL, THERE'S MORE THAN WORK!

*Kelli Ernst and Terran Harrison  
Meadowdale High School  
Dayton City School District*

Secondary Level

### THE PROGRAM

In this program multiple disabled students participate in the University of Dayton's school-to-work transition program "For Life!" Three areas of transition are addressed: (1) work experience — students are placed in volunteer and paid jobs; (2) community involvement — students' social relationships, citizenship skills, and leisure time are enriched; and (3) independent living — students learn skills to enable them to live as independently as possible. Community-based classroom activities complement the three areas of transition and include purchasing items for personal use; using a calculator; completing household chores; and selecting, ordering, and purchasing meals at restaurants. Students work both independently and in groups to complete program activities.

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## YES YOU CAN, WITHOUT COLLEGE

*Cynthia Jones*

*Roosevelt Elementary School  
Youngstown City School District*

Intermediate Level

### THE PROGRAM

In this program students with specific learning disabilities explore unique career opportunities. To begin the program, students discuss the fastest-growing careers as well as careers which do not require a college education. They complete career interest surveys which assesses their interests, values, personality traits, and skills. Next, students research possible career choices and write reports about those careers. A mini-career day is planned. Each student is videotaped presenting a short dramatization of his/her chosen career. The dramatization must include a brief summary of what the student learned about the career, an outline of the presentation, and questions for the audience to ask. The students use the computer lab to write reports, make banners, create invitations, etc.

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## LITERARY COMPREHENSION AND EXPLORATION THROUGH MAGAZINES

*Willia Nwa*

*Timken High School  
Canton City School District*

Secondary Level

### THE PROGRAM

This program helps learning disabled students increase their academic skills and learn about a variety of career choices. First, the students completed a survey related to career choices, likes/dislikes, and special interests. Students then completed assignments to reinforce basic reading, writing, and comprehension skills. Next, the students were provided 20 topics (e.g., education, environment, food, fashion); 16 language arts activities (e.g., compare/contrast, critique, summarize, make inferences); and a worksheet explaining each activity. Students completed activities using pre-selected magazines which contained articles related to the 20 topics.

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## LOOK AND COOK

**Kathy Elifritz**  
**Meadowdale High School**  
**Dayton City School District**

Secondary Level  
**THE PROGRAM**

This project teaches multihandicapped and orthopedically handicapped students about international countries, customs, and foods. Program activities help students learn about nutrition and restaurant employability skills. Each quarter, students randomly choose a foreign country. After reviewing relevant books, magazines, pictures, audio tapes, and visual tapes, they compare that country's food customs to their own. Next, students are divided into groups. Each group chooses three foreign menu items to prepare: a main dish, a vegetable, and a dessert. Each group creates picture recipes from the written recipes and then prepares the food items, practicing kitchen safety and proper sanitation techniques. Finally, students sample and evaluate the foreign dishes.

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## TOUCHING THE SKY

**Joni Norris**  
**Lincoln-West High School**  
**Cleveland City School District**

Secondary Level  
**THE PROGRAM**

Visually impaired students used their sense of touch to enhance their understanding of astronomy. Using accurate star maps, the teacher recreated familiar constellations on a poster-board-sized piece of plywood. Holes were used to represent stars — the larger the hole, the brighter the star. Three different-sized drill bits created varying degrees of brightness. The "star" board was tied beneath the classroom science table. Students laid on the floor under the table and reached up to "touch" the stars. The students discussed Greek myths, native American and Chinese legends, and other stories that provided information about star constellations. Poems and songs helped students learn about common constellations such as Cygnus the Swan, Cassiopeia, and the Big Dipper. The program's activities stimulated students to learn more about astronomy — past, present, and future.

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## RAFFLING LETTERS

**Jamie Stevens**  
**East High School**  
**Youngstown City School District**

Secondary Level  
**THE PROGRAM**

This program improved severe behavior handicapped students' communication, financial management, and organizational skills. Students wrote letters to area businesses requesting donated items for a raffle to be held as part of their Community Service class. First, using a local telephone directory, the students compiled a list of the addresses and phone numbers of local establishments which could possibly donate raffle items. The students then divided in groups and the names of businesses were divided among the groups by category. As a class, the students created a sample business letter. Each group then adapted the sample letter to target the merchants on its list. Each letter included the reason for the request, the item(s) being requested (e.g., gift certificate, free pass), and an advance "thank you." Students followed-up the letters with telephone calls and thank you notes. Students designed a raffle ticket and a flier listing the prizes, ticket prices, and date of the drawings. The raffle profits helped fund the students' service projects.

*For further information, contact*  
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## WHAT'S COOKING? THE TOTAL PICTURE!

**Kay Kubns and Margaret Weber**  
**Timken High School**  
**Canton City School District**

Secondary Level  
**THE PROGRAM**

This program teaches developmentally handicapped and multihandicapped students independent living skills. In the program, students purchase and prepare simple menu items, learn how to improve the nutritional value of meals, and evaluate the nutritional value of school meals. For the main activity, students plan, prepare, and eat a meal in the classroom. First, the students search the newspaper for sales and coupons and prepare a shopping list. The students then travel by public transportation to a local grocery store, comparison shop, and purchase items on their shopping list. The students also interpret labels, evaluate foods for nutritional value, check receipts, and count change. Good hygiene, proper table manners, and the correct use of utensils are stressed.

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## WRITING CHECKS FOR YOUR EDUCATION

*Devona George  
Central Hower High School  
Akron City School District*

Secondary Level  
**THE PROGRAM**

In this program developmentally handicapped students learn to accurately balance and maintain a checkbook. To begin the program, a \$500 "paycheck" is deposited into the classroom bank for each student. Students are then responsible for keeping track of all debits and deposits. Students are required to write checks for various classroom items such as pens, pencils, notebook paper, and folders and for activities such as rest room breaks and drinks. Debits are charged to the accounts of students who are late to class, do not complete homework assignments, and/or exhibit inappropriate behavior. Students are expected to keep an accurate daily balance of their checkbook accounts. After two weeks, students who balanced their checkbooks correctly receive a \$1,000 deposit in their checking account and the program is repeated.

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## YARDSTICK FOR BIRDS

*Joyce Siembieda  
East High School  
Youngstown City School District*

Secondary Level  
**THE PROGRAM**

This program increased students' awareness of the importance of birds to the ecosystem and the beauty of the outdoors. In the program, five multihandicapped students used problem-solving skills to construct a bird feeder. Using an already completed feeder as an example, the students copied the pattern for the feeder on paper, calculated the wood needed, and marked the wood. The school's industrial arts teacher demonstrated the equipment students would be using to construct the feeder and discussed safety concerns. After the students measured and cut the wood, they fit the pieces together. Industrial arts students helped router the Plexiglass insert and drill a cord hanger. Students measured how much bird feed was needed and calculated the costs of various types.

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# AKRON CITY SCHOOL DISTRICT

| NAME                      | PAGE NUMBER |
|---------------------------|-------------|
| Antonucci, Heather .....  | 27          |
| Bostick, Fran .....       | 27          |
| Bussan, Susan .....       | 24          |
| Cicora, Pamela Jean ..... | 18          |
| Custer, Shirley .....     | 28          |
| Darst, Richard .....      | 35          |
| DeBerry, Mary .....       | 29          |
| Feltman, Laura .....      | 14          |
| Flanagan, Nora .....      | 40          |
| George, Devona .....      | 64          |
| Gordon, Helen .....       | 14          |
| Green, Sheila .....       | 52          |
| Griffith, Anne .....      | 59          |
| Grindall, Karen .....     | 25          |
| Guarneri, Bonita .....    | 41          |
| Hoffman, Mary Jo .....    | 48          |
| Hromco, Mary Jo .....     | 7           |
| Jubin, Mary Lou .....     | 29          |
| Kasper, Beth .....        | 61          |
| LaCroix, Gail .....       | 33          |
| Macak, June .....         | 29          |
| Milcetic, Christine ..... | 44          |
| Mitchell, Diane .....     | 61          |
| Nienhius, Paula .....     | 61          |
| Piper, Christina .....    | 32          |
| Prentice, Dianne .....    | 59          |
| Pullin, Carol .....       | 7           |
| Queen, Becky .....        | 49          |
| Rusnak, Karen .....       | 50          |
| Rusnak, Michael .....     | 35          |
| Sengpiel, Penny .....     | 39          |
| Siegferth, Jeananne ..... | 17          |
| Somogyi, Lisa .....       | 60          |
| Steiner, Carol .....      | 55          |
| Taylor, Shirley .....     | 29          |
| Tyson, Patricia .....     | 59          |
| Wnoroski, Christine ..... | 60          |

# CANTON CITY SCHOOL DISTRICT

| NAME                           | PAGE NUMBER |
|--------------------------------|-------------|
| Adante, Laura .....            | 21          |
| Barbato, Theresa .....         | 51          |
| Bettinger, Monica .....        | 59          |
| Brown, Eathel .....            | 31          |
| Campbell, Sharon .....         | 16          |
| Carnes, Lynne .....            | 43          |
| Conrad, Rodney .....           | 51          |
| Dave, Milton .....             | 34          |
| DeChellis, Kristen .....       | 28          |
| Furno, Darren .....            | 34          |
| Gagnon, Louise .....           | 26          |
| Gallucci, Linda .....          | 22          |
| Gantz, Beth Ann .....          | 39          |
| Greenlee, Hildegard .....      | 31          |
| Harbert, Kathleen .....        | 35          |
| Haren, Thomas .....            | 44          |
| Harsh, Jeff .....              | 49          |
| Heege, Karl .....              | 34          |
| Hershberger, Jean .....        | 51          |
| Jackson, Mary Ellen .....      | 14          |
| Keegan, Paula .....            | 59          |
| Khourey-Bowers, Claudia .....  | 45          |
| Krug, Veronica .....           | 9           |
| Kuhns, Kay .....               | 63          |
| Manard, Belinda .....          | 21          |
| March, Susan .....             | 14          |
| Medford, Mary Beth .....       | 51          |
| Neel, Brenda .....             | 54          |
| Nwa, Willia .....              | 62          |
| Parrot, Neil .....             | 43          |
| Petry, Anita .....             | 35          |
| Phillips-Clay, Katherine ..... | 14          |
| Pisani, Jennifer .....         | 33          |
| Quinn-Simon, Nancy .....       | 42          |
| Salay, Joanne .....            | 44          |
| Sanderson, Catherine .....     | 33          |
| Schmidt, David .....           | 14          |
| Sigler, Charlene .....         | 50          |
| Spino, Mary .....              | 51          |
| Sumser, Linda .....            | 26          |
| Thompson, Roberta .....        | 53          |
| Tinlin, Curtis .....           | 38          |
| Tisci, Marilyn .....           | 33          |
| Van Almen, Marilyn .....       | 54          |
| Weber, Margaret .....          | 63          |
| Williams, Alexis .....         | 34          |
| Williams, Jill .....           | 14          |
| Woodward, Mary Ann .....       | 33          |
| Woody, Pat .....               | 34          |
| Wright, Kelly .....            | 33          |
| Yoho, Vicki .....              | 58          |
| Young, Connie .....            | 43          |

**CLEVELAND CITY SCHOOL DISTRICT**

| NAME                            | PAGE NUMBER |
|---------------------------------|-------------|
| Ackley, Anna .....              | 32          |
| Allore, Carole .....            | 20          |
| Andras, Stephen .....           | 16          |
| Anton, Ronald .....             | 27          |
| Apana, James .....              | 34          |
| Bambeck, Phyllis Sheehan .....  | 38          |
| Baumgartner, Mark .....         | 8           |
| Bell, Julia .....               | 30          |
| Berger, Constance .....         | 30          |
| Brown, Carole .....             | 9           |
| Charney, Michael .....          | 8           |
| Delzani, Sheila .....           | 26          |
| Dowe, Joslyn .....              | 31          |
| Fawcett-Leech, Melody .....     | 60          |
| Fortkamp, Cary .....            | 28          |
| Giermann, Patricia .....        | 39          |
| Hansen, Robert .....            | 8           |
| Hardin, Jo Ann .....            | 55          |
| Hardman, Corlista .....         | 41          |
| Hardman-Elliott, Kimberly ..... | 25          |
| Hudnall, Debra .....            | 25          |
| James, Marianne .....           | 58          |
| Jones-Bey, Gloria .....         | 8           |
| Kennard, Linda .....            | 24          |
| Kowalski, Constance .....       | 15          |
| Kuhns, Lois .....               | 42          |
| Levin, Nancy .....              | 60          |
| Martin, Calvin .....            | 55          |
| Maxwell, Colin .....            | 44          |
| Mazzola, Donna Marie .....      | 7           |
| Mendelson, Peggy .....          | 52          |
| Merk, Kathleen .....            | 8           |
| Naujoks, Helen .....            | 55          |
| Norris, Joni .....              | 63          |
| Postolka, Thomas .....          | 48          |
| Pozz, Jennifer .....            | 9           |
| Prahst, James .....             | 34          |
| Rampe, Paula .....              | 30          |
| Ritz, Cathe .....               | 51          |
| Rusher, Olivia .....            | 55          |
| Schmoll, Jack .....             | 34          |
| Shellko, Phyllis .....          | 30          |
| Siano, Shelley .....            | 58          |
| Swet, Lisa .....                | 7           |
| Teare, Matthew .....            | 24          |
| Wotowiec, John .....            | 34          |

**COLUMBUS CITY SCHOOL DISTRICT**

| NAME                         | PAGE NUMBER |
|------------------------------|-------------|
| Agrelo-Gonzalez, Maria ..... | 55          |
| Bahr, Kim .....              | 30          |
| Bennett, Kay .....           | 35          |
| Blank, Denise Galinkin ..... | 30          |
| Boker, Art .....             | 29          |
| Bowers, Sylvia Gibson .....  | 55          |
| Brundage, Judy .....         | 30          |
| Burke, Kim .....             | 30          |
| Crews, Jacqueline .....      | 38          |
| Custodio, Brenda .....       | 20          |
| Ganch, Cheryl .....          | 58          |
| Gosdanian, Amy .....         | 30          |
| Heffner-Charles, Gail .....  | 11          |
| Hoover, Jane .....           | 35          |
| Keller, Carolyn .....        | 29          |
| Kohr, Irene .....            | 28          |
| Luthy, Nicole Carter .....   | 30          |
| Miller, Linda .....          | 29          |
| Moyer, Carole .....          | 50          |
| Ottersbach, Cecilia .....    | 17          |
| Petersen, Pat .....          | 30          |
| Phelps, Sharon .....         | 29          |
| Shenk, Mary .....            | 32          |
| Siemer, John .....           | 35          |
| Smeenk, Sandra .....         | 26          |
| Smith, Kathleen .....        | 38          |
| Smith, Lee .....             | 32          |
| Stegmiller, Dick .....       | 52          |
| Sutton, Lori .....           | 53          |
| Sutton, Marilyn .....        | 21          |
| Weaver, Gayle .....          | 41          |
| Wolfe, Antoinette .....      | 17          |
| Yoder, Linda .....           | 10          |

**DAYTON CITY SCHOOL DISTRICT**

| NAME                     | PAGE NUMBER |
|--------------------------|-------------|
| Bernardo, Lucita .....   | 24          |
| Blanken, Teresa .....    | 49          |
| Boyd, Darla .....        | 33          |
| Burnett, Marcia .....    | 19          |
| Chambers, Wanda .....    | 49          |
| Crawford, Nan .....      | 59          |
| Daggett, Patti .....     | 39          |
| Davis, Barbara .....     | 54          |
| DeHorn, Natalie .....    | 8           |
| Dermody, Diane .....     | 33          |
| Douglass, Janice .....   | 19          |
| Duffy, Wendy .....       | 6           |
| Elifritz, Kathy .....    | 63          |
| Ernst, Kelli .....       | 62          |
| Foreman, William .....   | 61          |
| Harrison, Terran .....   | 62          |
| Hoover, Gwendolyn .....  | 16          |
| Jeter, Ronald .....      | 33          |
| Johnson, Donna .....     | 51          |
| Kessler, Barbara .....   | 10          |
| Nagaraja, Vimala .....   | 48          |
| Ramey, Lois Clark .....  | 11          |
| Small, Ann-Marie .....   | 59          |
| Starr, Joan .....        | 59          |
| Tallan, Joan .....       | 10          |
| Thompson, Euna .....     | 10          |
| Thorner, Julia .....     | 33          |
| Tyrrell, Pamela .....    | 18          |
| Vogel, Nancy .....       | 9           |
| Weaver, Pamela .....     | 33          |
| Whelley, Judithann ..... | 59          |

**TOLEDO CITY SCHOOL DISTRICT**

| NAME                     | PAGE NUMBER |
|--------------------------|-------------|
| Barman, Sarah .....      | 6           |
| Doner, Lorraine .....    | 52          |
| Dombrowsky, Amy .....    | 15          |
| Galati, Laura .....      | 15          |
| Heidt, Christine .....   | 29          |
| Henry, Donald .....      | 6           |
| Johnson, Debra .....     | 53          |
| Leonard, Douglas .....   | 43          |
| Lukas, Daryl .....       | 21          |
| Miller, Mary .....       | 17          |
| Mowery, Jerrie .....     | 15          |
| Mullin, Jacquelyn .....  | 25          |
| Nauts, Marcia .....      | 6           |
| Olson, Sharon .....      | 31          |
| Pesa, Judy .....         | 15          |
| Reamsnyder, Dianna ..... | 31          |
| Schroeder, Janet .....   | 60          |
| Seubert, Lori .....      | 41          |
| Shrewsbury, Kay .....    | 50          |
| Shugar, Candance .....   | 19          |
| Simmons, Linda .....     | 48          |
| Slane, Judith .....      | 16          |
| Slane, Michael .....     | 53          |
| Smith, Anne Louise ..... | 40          |
| Stine, Judy Ann .....    | 29          |
| Sullivan, Jane .....     | 40          |
| Sweeney, Ruthanne .....  | 29          |
| Truman, Joan .....       | 15          |
| Weinstein, Eileen .....  | 42          |
| Will, John .....         | 54          |
| Winner, Linda .....      | 15          |
| Wolff, Ann .....         | 6           |

# **YOUNGSTOWN CITY SCHOOL DISTRICT**

| NAME                                    | PAGE NUMBER |
|-----------------------------------------|-------------|
| Alexander, Patricia .....               | 61          |
| Bermann, David .....                    | 26          |
| Brown, Judith .....                     | 33          |
| Carter, Mary .....                      | 18          |
| Cassidy, James .....                    | 8           |
| DePiere-Helbovy, Mary .....             | 18          |
| Grant, Brenda .....                     | 20          |
| Griswold, Maureen .....                 | 18          |
| Herbick, Judith .....                   | 27          |
| Jones, Cynthia .....                    | 62          |
| Linden, Carol .....                     | 62          |
| Malkovits, Denise Marie .....           | 19          |
| McEwan, Laurie .....                    | 15          |
| Melody, Dorothy .....                   | 42          |
| Mussler, Nancy Lee .....                | 40          |
| Naoum, Georgiana .....                  | 34          |
| Rappach, Carol .....                    | 30          |
| Richardson-Clinkscates, Claudette ..... | 8           |
| Sandy, Mary .....                       | 27          |
| Sebastiano, Mary Beth .....             | 33          |
| Siembieda, Joyce .....                  | 64          |
| Stevens, Jamie .....                    | 63          |
| Williams, Barbara .....                 | 20          |
| Yanacos-Clark, Lori .....               | 32          |
| Zordich, Denise .....                   | 33          |
| Zordich, Monique .....                  | 33          |

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